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ABSTRACT

This course guide is intended for classroom use by teachers of English as a second language (ESL) to Spanish-speaking secondary school students. Each unit offers exercises and activities to facilitate increased proficiency in some aspect of English grammar or usage. The book is prefaced with a rationale to guide the teacher. Topics covered include sound discrimination through minimal pairs, the Cloze method, word borrowing from Indian language to Spanish, word borrowing from Spanish to English, slang, gestures and expressions, punctuation, capital letters, count and non-count nouns, action and linking verbs, past tense of regular verbs, regular and irregular verbs, irregular past tense, adjectives, parts of speech, stressed and unstressed syllables, techniques of description, comparison of adjectives, writing a recipe, logical sequence, accents, homonyms, types of sentences, sentence construction, sentence variety, news reporting, paragraphs, adverbs, modal auxiliaries, identifying root words, and prefixes and suffixes. (JB)

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Secondary Level

A HANDBOOK for LANGUAGE ARTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A HANDBOOK

FOR

LANGUAGE ARTS

Curriculum Bulletin Number 75CBM3

Secondary Level

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FOREWORD

In the summer of 1973, a team of teachers developed a *Resource Book for Teaching English as a Second Language* for the elementary classroom. The need for such a handbook at the secondary level has been apparent for several years. Since the publication and dissemination of the elementary resource book, teachers in secondary schools have continued to ask for help with methodology and materials appropriate for use with students of limited English-speaking ability. They have expressed the need for such help not only in the teaching of English as a Second Language but also in the teaching of content areas through English as a Second Language and bilingual techniques.

The Title III Bilingual-Bicultural Summer Training Program of 1974 had as its main focus the training of teachers who would be working with Spanish-dominant students during the following year, as well as the preparation of model lessons in Language Arts, History/Social Studies, Science, and Mathematics.

This publication, developed by the Title III staff, is the product of the Secondary Summer Training Program. It is published in four sections, each devoted to a particular subject area: Language Arts, Mathematics, Science, and History/Social Studies.

It is in response to the many requests from teachers in this area that the Houston Independent School District has undertaken to print and distribute this *English as a Second Language/Bilingual Handbook* for secondary schools.

Victoria Bergin

Victoria Bergin
Director of Bilingual Programs

ACKNOWLEDGEMENT

The initial preparation for this Secondary Handbook occurred during a summer bilingual/bicultural teacher training program funded by Title III ESEA and held at Andrew Briscoe Elementary School in the Houston Independent School District. The summer activities were directed by Mr. Carlos Pomares. Participating teachers in the project were—

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Dr. Ana Uhl Chamot
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GENERAL INTRODUCTION

Many secondary schools in the Houston district have significant enrollments of non-English speaking students or students who have limited English-speaking ability. Administrators and teachers have an immediate need for materials and programs appropriate for the student whose dominant language is not English. This handbook is published to answer some of those needs, primarily of the non-English speaker, but secondarily, of the student who is bilingual. Finally, many of the materials are appropriate for all students — in content areas, in cultural awareness, in oral language training.

Houston has a large enrollment of students with Spanish surnames. Their origins and histories are as varied as those of any other group of students. Within the 18 percent estimate of students with Spanish surnames, the variety of language and cultural experience is very complex. The materials presented here are designed specifically for those students who are relatively recent arrivals in the United Stuates and who are unable to function normally in the regular classroom conducted entirely in English.

The lessons presented can, in many instances, be employed within the regular curriculum. For instance, the science teacher can refer to the lesson on cell mitosis as a guide in his preparation, or the lesson can be copied and distributed directly to the students. Further, the methodologies and models represented in the lessons can be utilized in other presentations. The lessons are models of the various approaches which are appropriate for the student with limited English.

The Summer Bilingual-Bicultural Institute

This handbook was compiled as part of the Title III Bilingual-Bicultural Program during the summer of 1974. Twelve teachers from the Houston Independent School District participated in the project which involved training in English as a Second Language methodology, curriculum development, and actual teaching experiences.

Specialists in linguistics and bilingual-bicultural education presented two weeks of workshops designed to introduce basic concepts and strategies within their fields. Ana Chamot of the University of Texas, Lupita Quintanilla of the University of Houston, and the representatives of the Center for Public School Ethnic Studies, based in Austin, offered their knowledge and experience with a degree of enthusiasm and innovation that helped create a unity of purpose among the teachers in the program.

Students with limited English proficiency volunteered to attend four weeks of classes in language arts, history, mathematics, and science. Each student was exposed to a presentation in each content area every day. The structure required that each presentation be analyzed and evaluated for its appropriateness, effectiveness, and relevance. Such evaluation was required of the teacher presenting the materials, of other teachers in the program, and of the students. Lessons were accepted, revised, or rejected, based on such evaluation. Teachers who participated in the program were chosen from various fields: science, mathematics, Spanish, English as a Second Language, history, English, reading.

Because time was short and needs were great, teachers and students made daily assessment of what should have priority. Exact definitions of goals and efficiency of effort to achieve them were necessary to the success of the program. We hope that such bases are reflected in the handbook.

Content and Organization

This handbook is composed of four major units designated by content area: Language Arts, Mathematics, Science, and History-Social Studies. Because of the nature of the information within the various content areas, length and complexity of the lessons will vary. Some lessons contain one central activity; others have several activities to achieve the educational objective.

The General Introduction contains a section describing activities and methodologies appropriate for teaching any information as English as a Second Language (E.S.L.) Further, each content area division is preceded by a brief introduction with suggestions for that particular subject matter.

The user of the handbook should note that several lessons are cross-referenced between two content areas. He should also be aware that a perusal of the entire handbook will offer a broad view of approaches and methodologies that are appropriate for his particular classes (or a portion of his classes).

Some of the lessons are structured entirely in English, using the E.S.L. approach; others contain a minimal amount of Spanish; others are bilingual. Translations are supplied primarily for those situations in which a teacher has a small percentage of students with limited English ability. In many cases, the student can work on his own, employing if possible both the Spanish and English versions. This handbook is designed for teachers who seek practical, efficient, and productive plans for the student whose dominant language is other than English. It is hoped that the handbook will be a source and a model for such plans.

Materials and Equipment

Most of the lessons included in the handbook emphasize visual representation, where possible, to impart vocabulary and concepts in the most efficient way possible. The teacher who is aware of the power of visual reinforcement will collect, buy, create all manner of visual aids:

Photographs
Pictures and drawings from magazines
Pictures and drawings from old books
Pictures and drawings from newspapers
Posters
Transparencies
Filmstrips (commercial or self-made)
Films
Flashcards and sentence strips, charts, etc.

Visual stimuli accelerates the learning of oral language. Because mastery of the oral language is the first priority of the second language learner, *written seatwork without oral preparation should be avoided.*

Finally, the most important visual stimuli in any second language classroom are facial expression and gesture, not only as clues to the student, but in many cases as integral parts of communication.

Probably the two pieces of equipment most beneficial to the teacher and student in a language-learning environment are the tape recorder and the overhead projector. Commercially-made tapes are available for English as a Second Language. (See the attached bibliography.) Further, teachers within the content areas can create tapes for the specific needs of their students. They might concentrate on the pronunciation of a specialized vocabulary or explanation of a process (using simple structures in English). The variety of possibilities depends upon the nature of the subject and the time the teacher can allot to the preparation of tapes. Tapes, of course, facilitate individual or small group work. The overhead projector and transparencies lend flexibility and variety to the use of visual materials.

Physical Structure of the Class

The primary difficulty for the teacher in many classrooms is that unrealistic schedules and overcrowded classrooms make it impossible for him to reach all of the students and their individual needs. When the teacher finds, in addition to that, students scheduled into his class who do not speak English, he is confronted with further challenges to his versatility and sensitivity. For the particular needs of the non-English speaking students, there are several structures or physical sets possible.

For instance, the teacher will immediately enlist the aid of any bilingual students to help with the monolingual Spanish student. That, of course, will work best on a one-to-one basis, and will probably benefit both students.

Further, during large group work, if the English-speaking students are exposed to Spanish, either in the giving of directions or the actual imparting of information, they will certainly benefit from the linguistic enrichment. Some of the possible physical groupings are those appropriate for most classroom situations:

Teacher directed: large groups, small group, individual

Peer directed: small group, one-to-one

Self-directed

Methodology

The basic philosophy of teaching English as a Second Language is based upon several premises which are true of any language learning — that is;

1. Listening and speaking skills are achieved prior to reading and writing skills.
2. Oral language is achieved through intensive oral practice and reinforcement.
3. The learning of a foreign or second language (especially in the nature of the sequence) is comparable to the learning of a native language.
4. Mastery of the language necessary for the most immediate needs of the students (certain domains, situations, etc.) is prior to, but not to the exclusion of, the mastery of extensive vocabulary, verb declensions, etc.
5. The target language is the language of instruction.

The following are several essential approaches to the teaching of English as a Second Language:

Repetition

Used for vocabulary and structure drill, expression and intonation. The teacher models; the student repeats, using as nearly as he can the same intonation, pronunciation, stress, and pause that he has heard. The teacher will elicit the repetition from the whole group, part group (e.g., rows, individuals, or certain identifiable sets [girls, boys, everyone wearing red, etc.]).

The teacher will find that the use of particular gestures will increase the success of repetition drills and other oral drills. He should develop and train the students to recognize certain gestures that indicate *listen only*, *repeat*, *substitute*, *transform* (change), etc.

Substitution

The students are given the model of a basic structure. It is repeated by the students. The teacher then provides a substitution item to be inserted into the same structure:

Teacher: This is *an* auditory nerve.

Students: This is an auditory nerve.

Teacher: auditory canal.

Students: This is an auditory canal.

Teacher: This is *a* hammer.

Students: This is a hammer.

Teacher: stirrup.

Students: This is a stirrup.

In the drill shown above, the student is practicing a structure that is essential in English; he is learning the distinction between the use of the articles "a" and "an"; he is practicing the vocabulary necessary to the study of the human ear. This particular drill, of course, would be accompanied by a line drawing, a model, or some other visual representation of the ear.

In any kind of oral drill, it may be necessary to break into small units an unusually long utterance. One term for this kind of drill is "backward buildup":

Teacher: The largest amphibian is the Japanese Salamander.

Students: (Listen only.)

Teacher: the Japanese Salamander.

Students: the Japanese Salamander.

Teacher: amphibian is the Japanese Salamander.

Students: amphibian is the Japanese Salamander.

Teacher: The largest amphibian is the Japanese Salamander.

Students: The largest amphibian is the Japanese Salamander.

Although it might seem that such efforts would be intimidating to secondary students, they are not if they are introduced with a positive, enthusiastic attitude. The teacher might find, in fact, that such methods are entirely appropriate for any student learning new vocabulary.

Transformation

This drill involves basic transformations of the structure:

(Statement-Question)

Teacher:	Velasco is the president of Perú.
Students:	(Listen only.)
Teacher:	Is Velasco the president of Perú?
Students:	(Listen only.)
Teacher:	Henry Kissinger is the Secretary of State.
Students:	Is Henry Kissinger the Secretary of State?

Such transformation drills can be employed for the practice of positive-negative, question-answer, present-past, singular-plural, etc.

Memorization

The process of memorization, of course, occurs along with repetition, recombination, and the emphasis upon relevant information. One process which is appropriate for large group mastery of a passage or a dialogue is that in which the students see the preliminary graphic representation of the words (written on the chalkboard). The dialogue can include information within a particular content area:

Juan:	Did you go to Mrs. Martin's class today?
Joan:	Yes, we have a test tomorrow on astronomy.
Juan:	Oh, no! I don't remember the planets.
Joan:	Which one has the ring of gases?
Juan:	I think it's Pluto. . . .
Joan:	No, it's Saturn. Pluto is the furthest from the sun.

The teacher drills the class on the pronunciation of difficult words. He then has the class repeat the lines several times together. Then, he begins to erase articles, pronouns, etc., and finally the key words, until the students can repeat the entire dialogue without the aid of the written word.

Finally, parts of the class or individuals can deliver entire lines.

Directed Questioning

The teacher instructs one individual to question another. This can be a practice of the structure of questioning and answering only, using a dialogue of social situation; or it may be another method of drilling and reviewing information within the content areas:

Teacher: Ask Marfa if stratus clouds are dome-shaped.
(To Student 1)

Student 1: Maria, are stratus clouds dome-shaped? (The student is changing the structure of the sentence he has been given as a clue.)

Marfa: No, stratus clouds are not dome-shaped. They are flat and form in layers.

Teacher: (To Student 3) Ask Gwen which clouds bring stormy weather.

Student 3: Gwen, which clouds bring stormy weather?

Gwen: Cumulonimbus clouds bring stormy weather.

(Such an exercise will necessitate prior drill and repetition using the various structures the students will need for their responses- question structures using *do, does, is, are, who, what, when, where,* etc.)

Guided Discussion

This process can be used after the students have a reasonable command of the vocabulary of a particular lesson, unit, concept, etc. The teacher provides a list (on the board, the overhead, or a chart) of possible structural or vocabulary elements necessary to make meaningful questions or statements about a particular subject. The student will choose appropriate statements from each column to discuss each type:

Cloud Types	Appearance	Height	Kind of Weather
cumulus	dome-shaped	25,000 ft.	winter
cumulonimbus	wispy	75,000 ft.	changes
cirrus	huge	2 - 4 miles	storms
stratus	thin	low	calm
	billowy		heavy rains
	dark		fair weather
	layers		
	thunderheads		
	fog		
	fluffy		

It may be necessary to model appropriate structures for the oral narration:

________________ clouds are (appearance).

They form at (height).

________________ clouds indicate (kind of weather).

The Sounds of English and Spanish

The student who is studying a second language will tend to superimpose the sound system of his native language over the sound system of the second language. In the case of the Spanish speaker learning English, there are many sounds which do mesh and therefore will offer positive influence. Although the sound may not be articulated in exactly the same manner in both languages, the speaker will be understood. Some such sounds are p, t, d, k, g, ch, f, s, m, n, l, y, w, iy, ey, e, a, ay, aw, oy, ow, uw.

Certain sounds substituted from the Spanish system to the English will result in "negative interference"; that is, the English word will be distorted so that it will be misunderstood or unintelligible. Such distortion occurs when the sounds of Spanish vowels are substituted for the English vowels (though some of those do transfer positively). Other English sounds affected in this way are b, v, h, r, z.

Some English sounds do not exist in the Spanish system. Those are the most difficult for the student to master. Such sounds are said to have "zero interference." Some are j, th, sh, zh (as in *pleasure*), ng, i, ae (as in *ask*), ə (as in *done*), ô (as in *caught*), u (as in *look*).

Sound Discrimination Drills

The teacher who is aware of the particular points of interference between the sound systems of English and Spanish will be able to approach the problem directly with oral sound discrimination drills. The most effective kind of practice is the Minimal Pair Drill. Minimal pairs are sets of words with a difference of one sound between them. The English word with the sound nearest to the Spanish should be listed first; the sound which will be more difficult for the Spanish speaking student is contrasted as follows:

mean - mine
reel - rile
peal - pile

meal - mile
tear - tire
fear - fire

eat - it
leak - lick

cheese - she's
cheap - sheep
chew - shoe

chair - share
catch - cash
watch - wash

low - law
Joe - jaw
sew - saw

hold - hauled
few - view
fear - veer

fine - vine
file - vile
ferry - very

Such lists of minimal pairs can be compiled to distinguish and practice sounds in English. Some possible activities for employing the minimal pairs are:

1. Oral drill - the teacher models the pronunciation.
2. Oral drill with visuals or gestures - the students distinguish the sounds and the meaning.
3. Oral reading (listening only) - students pronounce the words from the written form after the teacher models.

4. Listening discrimination - after the teacher pronounces the word, the students will hold up either one or two fingers to indicate the sound they have heard. (This should be done rapidly.) For individual evaluation, the student will write the number to signify the sound.

5. Dictation - the teacher reads the words from minimal pairs already practiced. Students write what they hear.

6. Oral or written practice in context - the teacher will give two utterances, such as:

   It is a gold *mean*.
   It is a gold *mine*.

   Will you sit in your *chair*?
   Will you sit in your *share*?

   The teacher asks which is correct. Students can respond orally or in writing, depending upon their mastery.

7. Sound and vocabulary mastery - after the students have mastered the sounds and the meaning, they can be asked to do more creative tasks, such as composing short statements or questions using the minimal pairs. They can create their own discrimination games and challenge the other students.

(Many of the sources listed in the bibliography contain minimal pair lists.)

The Structures of English and Spanish

Just as the Spanish speaker will tend to graft his phonetic system onto the English system, so will he tend to use Spanish structure for English utterances.

The following examples demonstrate how such interference will affect the English utterance:

	Spanish Structure	*Effect in English*
1.	The adjective is often placed after the noun.	It is my coat blue.
2.	The indirect and direct object pronoun are often placed before the verb.	Him (to him) I give the book.
3.	Spanish does not have an equivalent to the *do* and *does* of English.	You want to go?
4.	Spanish does not have an equivalent of the neuter pronoun *it*.	Is very cold.

5.	The subject pronoun is not always expressed in Spanish because the verb inflection makes it understood.	Am sad.
6.	Statements of the possessive in Spanish are not always parallel to the English structure.	That is the house of Joe.
7.	Formation of the negative in Spanish does not correspond to the English structure.	He no can go.
	The double negative is common in Spanish.	He no see nothing.
8.	Article usage in Spanish varies from English structure.	The Mr. Johnson is the principal. My mother is teacher.
9.	Formation of the interrogative in Spanish does not correspond always with the English.	Is cooking your dinner? Is teacher his mother?
10.	Preposition usage in English and Spanish is not exactly parallel.	I live in Malone Street.
11.	Spanish does not employ inflections of the adjective for comparative and superlative forms.	Mary is more tall than Alice.

There are many other differences between the structures of English and Spanish, which will be reflected in interferences. (Please refer to the bibliography for references to the Stockwell and Bowen books.)

To guide the student in his practice of the morphology and syntax of English, the teacher can employ the kinds of drills and activities discussed in this introduction: repetition, substitution, etc.; the drill and practice will elicit the four language skills – listening, speaking, reading, writing.

Writing Skills

The kind of writing that any student does in the classroom will ultimately depend upon the nature of the subject and the priorities established by the teacher. The pattern is altered somewhat in the case of the student with limited English ability. His limitations will probably require the special attention of the teacher.

In E.S.L. methodology, there is a major concern that oral mastery should be previous to the written task. That guideline is effective in an oral language classroom where the emphasis is upon a sequential development of a second language. The realities of the content area classroom will sometimes necessitate a divergence from, or suppression of, such an ideal. It is preferable, however, to prepare the student with the visual and oral recognition before he is required to learn through the written word. That is not always possible.

There is a counterpoint to the stressed guideline. That is, the written task is a valuable reinforcement of the oral mastery. Again, modeling the correct form, as in oral learning, is a necessary introduction to the writing assignment.

Translation assignments should be avoided except for lists of nouns or adjectives which do not involve the mastery of English inflections.

These kinds of writing assignments are especially appropriate for students with limited English ability:

1. *Copying* – of vocabulary, dialogues, short paragraphs, diagrams and labels, etc.

2. *Dictation* – as reinforcement and evaluation of material mastered orally.

3. *Rewriting a dialogue into a narrative* – to practice the use of verb tenses (the teacher can specify present, present progressive, past, etc.) and relative pronouns.

   Example:
   Juan: Did you go to Mrs. Martin's class today?

   Joan: Yes, we have a test tomorrow on astronomy.

   Depending upon the instructions, the student will convert the conversation to a narrative form:

   Juan asked Joan, "Did you go to Mrs. Martin's class today?" Mary said that she had gone. She told him that they would have a test tomorrow on astronomy.

4. *Guided Composition* – to give the student written command of clusters of information. It is a follow-up to the "Guided Discussion" in oral language development.

5. *Dictation-Composition* – to incorporate the listening, reading, and writing skills in one task. Again, such an activity is subsequent to the oral practice. The teacher will read a passage several times. Students listen carefully for key words and for structure and sequence. The teacher then elicits from the student(s) the written form of key words, giving guidance when necessary. Students will then recompose the passage, using the written keys.

6. *Recombination* – to practice the use of adjective placement, compound and complex sentence structure, etc.

   Example:
   The nucleus is the center of the cell.

   The nucleus is the main control of the cell.

   The nucleus is the control center of the cell.

   The mirror is located below the stage of the microscope.

   The mirror reflects the light across the opening.

   The mirror, which is located below the stage, reflects the light across the opening of the microscope.

Phrases for the Classroom

The expressions listed here are usually appropriate and necessary for conducting classes. The teacher may wish to give students copies of the translated list. Oral practice of the English phrases will ultimately benefit the teacher and the students.

Come in.	entre(n)*, pase(n), por favor
Sit down.	siénte(n)se
What is your name?	¿Cómo se llama Ud?
What is your address?	¿Qué es su dirección?
What is your telephone number?	¿Qué es su número de teléfono?
Please sit here.	Siéntese aquí, por favor.
Open your books.	Abran sus libros.
Turn to page ______.	Pasen a la página ______ .
Take out your pens.	Saquen sus plumas.
Take out your pencils.	Saquen sus lápices
Take out a sheet of paper.	Saquen una hoja de papel.
Take out your notebooks.	Saquen sus cuadernos.
Repeat.	Repita(n).
Listen.	Escuche(n).
Read.	Lea(n).
Write the answers.	Escriban las respuestas.
This is a test.	Ésta es una prueba.
Turn it in in ______ minutes.	Entréguenmelo en ______ minutos.
Review the lesson.	Repase(n) la lección.
Ask Joe ______ .	Pregúntele a Pepe ______ .
Do it in groups of ______ persons.	Hágalo en grupos de ______ personas.
Come here, please.	Ven acá, por favor. Véngase aquí, por favor.
Close the door.	Cierre(n) la puerta.
Please be quiet.	Silencio, por favor.
Answer the question.	Conteste(n) la pregunta.

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*The command forms ending with *n* are plural.

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Eye Gate, 146-01 Archer Ave. Jamaica, New York (Local: 7911 Lichen, Spring, Texas)

Harper and Row, 10 E. 53rd. Street, New York, N. Y. 10022

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Language Master, Richard Hunter, Audio Visual Services, Inc., 2310 Austin Street, Houston, Texas 77004

Macmillan Publishing Company, Inc., 8301 Ambassador Row, Dallas, Texas 75247

Merrill, Charles E., 1300 Alum Creek Drive, Columbus, Ohio 43216

National Textbook Company, 8259 Niles Center Road, Stokie, Illinois 60076

Regents Publishing Company, 2 Park Ave., New York, N. Y. 10016 (Local: 3238 Highbrook Drive, Dallas, Texas 75234)

Reston Publishing Company (Prentice-Hall), Reston, Virginia 22090

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Language Arts — Introduction

The language arts teacher will find useful with non-English speaking students many of the approaches and activities he uses in his regular plans. The emphasis with the new student of English as a Second Language is upon oral language. Oral pronunciation activities or simple reading activities are often appropriate for such students. *The particular emphasis should be upon oral mastery first, then the written reinforcement.*

Some of the major similarities and differences between English and Spanish are noted in the general introduction. Further, there are particular clusters of vocabulary and structures that the beginning English student should master. The following is a list of the more basic structures, though not necessarily a prescribed sequence:

Affirmative statements

Yes/no questions with *is*

Forms of the verb *be*

Personal pronouns

Plural of nouns

Negative statements in the present

Information questions: *who, what, where, how*

Articles

Requests

Object pronouns

Verbs with two objects: *give, write, tell*

Third person singular *-s* of regular verbs

Yes/no questions with *do* and *does*

Short answers with *do, does, don't, doesn't*

Negative statements with *don't, doesn't*

Demonstratives *this, that, these, those*

Numbers

Irregular plurals: *men, women, children*

Possessive adjectives

Possessive form of nouns

Subject questions with *who,-what*

Information questions with *where, what, who, how, do*

Information questions with *when, do*

The regular past: *listened, opened*

Irregular past: *spoke, wrote*

Yes/no questions with *did*

The past of *be*

Negative statements in the past

(The sequence listed above is from the *Lado English Series, Book I,* Regents Publishing Company.)

Lessons in the Language Arts section include specific plans for presentations on oral language, reading and writing, language history, word study, grammatical structure, punctuation, poetry study, journalism, and other subjects normally included in a language arts curriculum. Further, the lessons can be used as models for presenting similar kinds of material.

Beyond the lessons presented and the resources listed in the bibliography, the teacher of language arts will find certain sources especially appropriate for the student with limited English, such as:

The Dictionary

Both Spanish/English and English/English dictionaries are especially necessary. The student can do work on his own after careful instruction in dictionary usage. If language is a barrier, the teacher will find that several demonstrations of specific skills in dictionary use will be well worth the time. Students will be able to do useful translation exercises such as the vocabulary of opposites in both languages. Oral practice is a necessary reinforcement to such activities. The student should not be asked to do translations of more than single lexical items until he has learned and practiced the inflections and syntax of English. The student should, of course, be encouraged to use his dictionary outside the classroom to expand his vocabulary and his range of communication.

The English dictionary will be used as a source for word derivations, syllabication, and pronunciation after the student has gained some sophistication in English.

The Spelling Textbook

Students will benefit from pronunciation activities and exercises related to the sounds of English words. Copy work to reinforce a particular concept or skill is worthwhile. The teacher may find that spelling texts designed for lower grades will be appropriate for the beginning student of English.

The Newspaper

The newspaper is appropriate as a primary resource for English as a Second Language. It provides a great variety of vocabulary clusters; sentence structure is relatively simple; it is an indispensible source for the study of culture and familiarization with the society. The following is a list of activities for limited English speakers:

1. The 5 W's activity included in the handbook.

2. Students will study the vocabulary of advertisements and write their own in English. They can be presented orally in English.

3. Students will learn the vocabulary related to the motive appeals in advertising--adventure, health and well being, vanity, bandwagon, etc. (See a journalism text or guide for the list and definition.) Specific ads incorporating such appeals will communicate the differences to students. They can then be asked to clip ads to represent each appeal or to write ads of their own.

4. Students can study grocery ads and want ads to expand vocabulary and recognize abbreviations in English. Grocery ads can be used to cue the students in writing of recipes or narrations related to food; i. e., a picnic or a party. Students can be asked to furnish a house from the want ads. (A further task is generated when the student is asked to limit the amount of his purchases.)

5. Students can study the jargon of sports writing, especially the verb inventions and imagery. Very often, such vocabulary can be taught through gesture and visuals. The student will list several words which mean "to win," "to lose," "to hit," etc.

6. Photographs from the newspaper can be used as cues for oral or written narrative. (Who is he? What is he? What is he doing? Why is he laughing?, etc.)

7. Word study and pronunciation drills can be based upon passages in the newspaper. (Find descriptive words, find naming words, find proper nouns, find contractions, etc.)

8. Students can write new utterances for cartoon strips. They can reorder a jumbled cartoon sequence and explain what is happening in each frame.

9. Students can dramatize an event described in a newspaper article.

10. The teacher will cut the headlines from their articles. Students will then match an article to the correct headline.

11. Students can rewrite an article changing the tense (past to present, etc.).

12. Maps, charts, and graphs (from the weather page, the stock market reports, government reports) are a source for vocabulary study, computation, etc.

13. The advice (or lovelorn) columns are a source for familiarizing the student with a different culture. Students can provide solutions to problems described in the letters. Students can structure a skit around a situation described in the letters.

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SUGGESTED ACTIVITIES

Guided Oral Activity

Level:

Grades 7-9

Objective:

Given the structural framework in English, students will give an oral narrative, utilizing personal items.

Level of Communication:

Large group and individual

Procedure:

On the chalkboard or overhead projector, the teacher will write a framework for an oral narrative similar to this:

> Today is __________. My name is __________. I go to (school). I like to __________ at school. My favorite subject is __________. When I am not in school, I like to __________. My favorite food is __________. My best friend's name is __________.

1. The teacher will use *repetition drill* to review the vocabulary and pronunciation in the narrative.
2. The teacher will give orally a sample of the narrative, filling in the blanks with appropriate words.
3. Each student is called upon to *read orally* the sentences and to *fill in* each blank with a word which will apply to him personally.

   (Any number of additional utterances can be elicited; e.g., I have __________ brothers and sisters. I (help, don't help) my mother, etc.)
4. The students will be asked to *listen* carefully to the oral presentations. A second student will *ask questions* of the other students about the presentation. For example, "Juan, how many brothers and sisters does Maria have?" "What does Maria like to eat?" etc. (This will elicit the *transformation* required in the structure and verb form from statement to question.)
5. After several students have presented the narrative, all students will *write* the same material.

Materials:

A variety of visuals can be used to represent choices for the blanks. For instance, items of food, activities such as playing, studying, singing, etc.

MINIMAL PAIRS – SOUND DISCRIMINATION

Level:

Grades 7-12

Objectives:

The student will be able to distinguish between two initial English sounds in minimal pair contrasts.

The student will be able to pronounce the sounds with an accuracy near that of a native speaker.

Level of Communication:

Individual, group

(Note): Before a student can correctly reproduce a sound, he must be able to hear that sound. A student learning a second language comes to the classroom with an acquired sound system. His knowledge of one language can cause three general types of interference in the learning of a second language: (1) positive interference - sounds in the native language are the same as sounds in the second language; e. g., *ch*ico, *ch*air; (2) negative interference - sounds in the native language are incorrectly transferred to the second language; e. g., Spanish *v* (victoria) to English *victory* (mispronounced *b*ictory); (3) zero interference - sounds in the second language which do not exist in the native language; e. g., Spanish *cero*, English *zero*. In minimal pairs, always place the known sound before the unknown sound.

Procedure:

1. The teacher makes the minimal pair contrasts visible to the students on the board, poster, etc. He models the correct pronunciation of all words in pairs.

2. While pointing to the words, the teacher leads the class in a simple repetition drill of all words in the list. It is best to have them repeat first those words with the sound nearest to Spanish.

3. The teacher models sentences using the words with contrasting sounds.

   I have a rocking chair.
   Share your book with José.

Students repeat the sentences or identify which word is being used in the sentence.

Variations:

(See General Introduction for suggestions.)

1. Students make up their own sentences.

2. The teacher provides visual stimuli to elicit the correct pronunciation.

3. Students will participate in a game of identifying the sound: students identify the sounds of words from the first column by raising one finger; they raise two fingers to identify sounds from the second column.

4. Scrabble game — the student is provided with visuals illustrating the minimal pairs. (See the attached.) The object of the game is to match the minimal pairs.

5. Students can make up dialogues using the sounds learned in the minimal pair contrasts. Students can illustrate dialogues.

6. Students can work individually with tapes requiring recognition and repetition of the sounds.

Possible Contrasts:

chair	share	den	then
cheese	she's	doze	those
cheap	sheep	dumb	thumb
chip	ship	Dan	than
choose	shoes	drill	thrill
chin	shin	dough	though

tin	thin
tank	thank
tree	three
trill	thrill
true	threw
trust	thrust

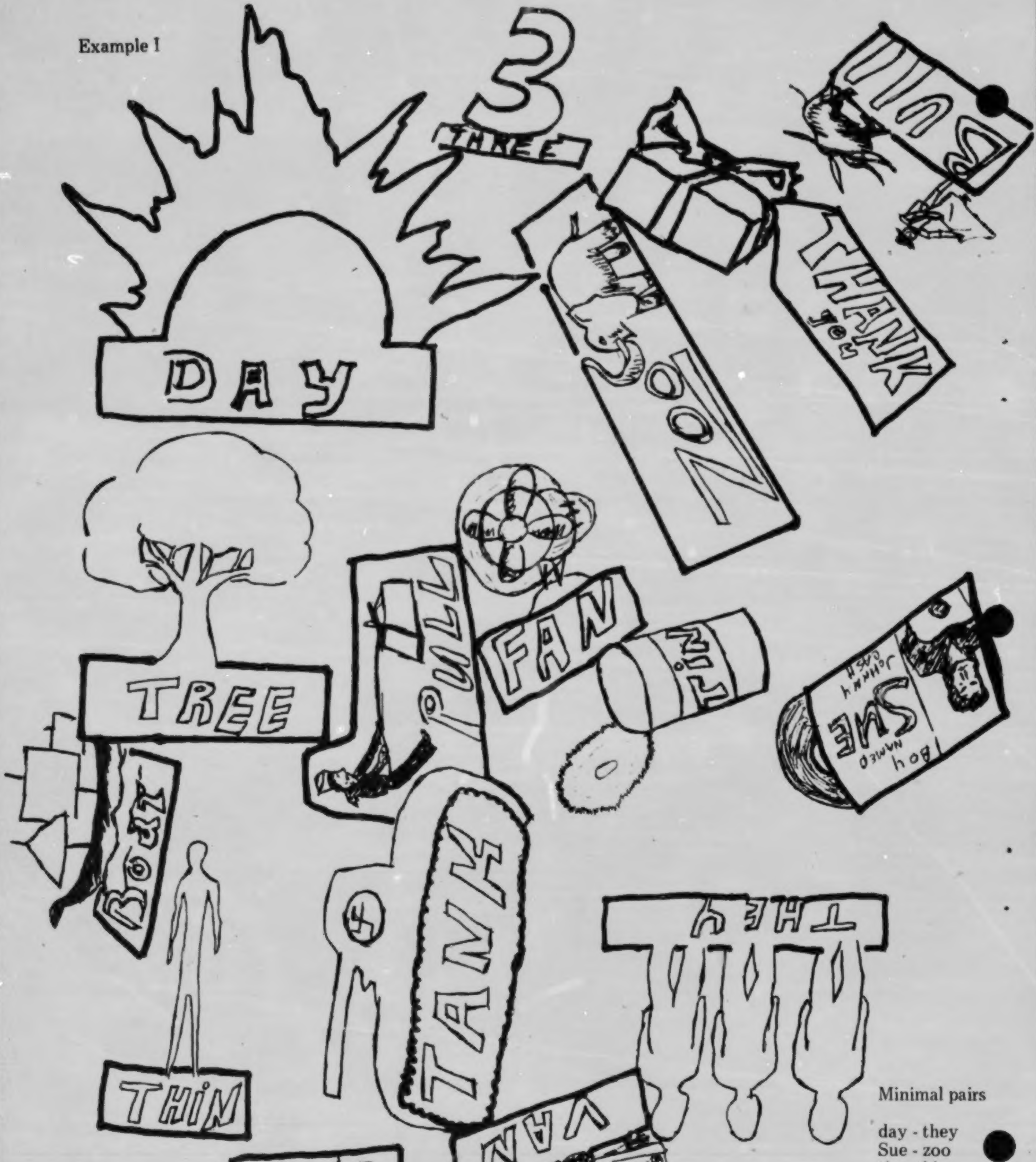
Materials:

Minimal pair list, visuals to illustrate vocabulary, duplication of the game, test.

Evaluation:

See the oral discrimination test which follows.

Example I


3
THREE
BULL
THANK YOU
DAY
ZOO
TREE
PULL
FAN
TIN
BOY NAMED SUE
JOHNNY CASH
BOAT
THIN
TANK
THEY
VAN
VOTE
DEMOCRAT
REPUBLICAN

Minimal pairs

day - they
Sue - zoo
tin - thin
fan - van
boat - vote
tank - thank
pull - bull
tree - three

Example II

POST TEST EVALUATION
CONSTANT PAIRS

1. During the *day, they* went to visit their uncle.
2. A fire began in the *den* and *then* there were only ashes.
3. I didn't know how to use *dough, though* my mother bought me some.
4. *Dan* always does better *than* Bill in English.
5. I told him, "I *dare* you to go over *there.*
6. The *tin* they made was too *thin.*
7. The *tree* had only *three* branches.
8. Why don't you *choose* those *shoes*?
9. Was Tom *Thumb dumb*?
10. It's *true* he *threw* the ball.

The Cloze Method

Level:

Grades 7-12

Objective:

Student will write a word in each blank that will fit the context of the sentence.

Level of Communication:

Group or Individual

Procedure:

The teacher can create the reading material or adapt commercial material. The reading material is typed up and blanks are substituted for certain words taken out of the material. The student determines the word that will fit the meaning of the sentences and then writes it in the proper blank. The reading material should be at least 200 words long.

The position and frequency of the blanks can be adjusted to fit the learner's needs. The teacher may begin by deleting every tenth word (do not count articles) and, after the student has worked successfully with this pattern, gradually increase the frequency of the deletions.

Variations:

1. The Mexican American student frequently needs to work on vocabulary development in the content areas. This method can be used to expand and reinforce vocabulary in all the content areas as content area teachers can readily adapt material from the text in this manner.

2. Problems that students may have with language patterns can also be remediated with this procedure. For example, all verbs could be deleted from a story and the student would supply the correct verb forms to fit the context of the story. The same could be done with other parts of speech such as nouns, adjectives, adverbs, etc.

3. Students who are not dominant in English will need to work on reading skills such as attention to details, understanding the main idea, making inferences, and drawing conclusions. This procedure can be readily adapted to teach these skills.

4. For the student who is more limited in language, the teacher may wish to make a tape recording in which key words are omitted. The student can be given a copy of the script and then fill in the blank spaces as the tape is played.

Evaluation:

This method can also be used as an evaluative one. To determine a student's reading level, the teacher may wish to select a passage of 250 words from a graded reading text (such as the *Reader's Digest Skill Builder Series*) and delete every fifth word. The score on this test will indicate the following:

53% correct - Material easy enough for independent reading level
44 to 53% - Material is appropriate for the instructional level
Below 44% - Material is too difficult. Student is working at frustration level.

Name______________________________

"Where Does Chocolate Come From?"

Chocolate has always been a ________________ treat. The first people to ________________ chocolate thought it must be a ________________ from another world. In a way, ________________ did come from another ________________ - the new world discovered by ________________. Later explorers took sweet samples ________________ with them. Someone even called ________________ the "food-of-the-gods."

Chocolate really comes ________________ the shady cacao tree. The ________________ is an evergreen tree. It first ________________ in the warm, wet valleys of the great ________________ of South America. A cacao tree can ________________ 20 to 40 feet tall. It has ________________ leaves which are green on ________________ and rusty-red underneath. Clumps of little ________________ sprout right out of the bark on the ________________ branches. As time goes ________________, each clump of little flowers ________________ into a pod about one foot long. There are always pods and ________________ at the same time on the ________________ tree.

It would be fun to ________________ of the cacao as a candy ________________, but this is not ________________. If you open a cacao pod, ________________ will find a pink filling. In the ________________ are rows of bitter cacao ________________. Even when the beans are roasted and ground, the ________________ are still bitter.

The secret of the chocolate ________________ comes from a different ________________ the bean of the vanilla plant. The ________________ are mixed. Then sugar is added to ________________ it. Now the chocolate powder is ________________ to use, but it is very strong. Only a little is needed to flavor chocolate bars, ________________, cake, and candy.

Reference for the reading on "Chocolate" from the Cloze Method
Continental Press, Reading For Comprehension - Grades 4 and 5, "Where Does Chocolate Come From?" 1972.

An Introduction To Language

Level:

Grade 7-12

Objectives:

1. The student will be able to give a definition in his own words for *language*.
2. The student will be able to list the five major languages in the world.
3. The student will be able to identify on a map the major areas of the world where each language is spoken.
4. The student will be able to describe how language has been used as a tool in the conquest of nations.
5. The student will be able to give examples of how language changes.

Level of Communication:

Group

Procedure:

The teacher leads a discussion to bring out the following points:

I. Language is human speech and also any other means of communication.

II. There are thousands of languages in the world.

*A. The five major languages of the world are—

1. Mandarin
2. English
3. Spanish
4. Russian
5. German

B. The above languages, in corresponding order, are spoken in—

1. Northern China
2. North America, Great Britain, and Australia
3. Spain, Central America, South America, and Mexico
4. USSR
5. Germany and Austria

---

*Illustrate this point with graph.

III. Conquering armies maintain control of a country through language.

   A. The Roman conquest of Europe spread the Latin language throughout all of that continent.

   B. The Spanish conquerors forced the Spanish language upon the Indians of Mexico and South America.

   C. The English explorers were responsible for the growth of the English language in North America.

IV. Language is constantly changing.

   A. Words have changed in form and pronunciation; for example, night, rough.

   B. The meaning of words frequently changes; for example, high.

   C. New words can be invented; for example, deplane.

   D. A language can die out; for example, American Indian languages.

Materials:

1. Graph of Major Languages

2. World Map

3. Written Evaluation

Evaluation:

Written examination

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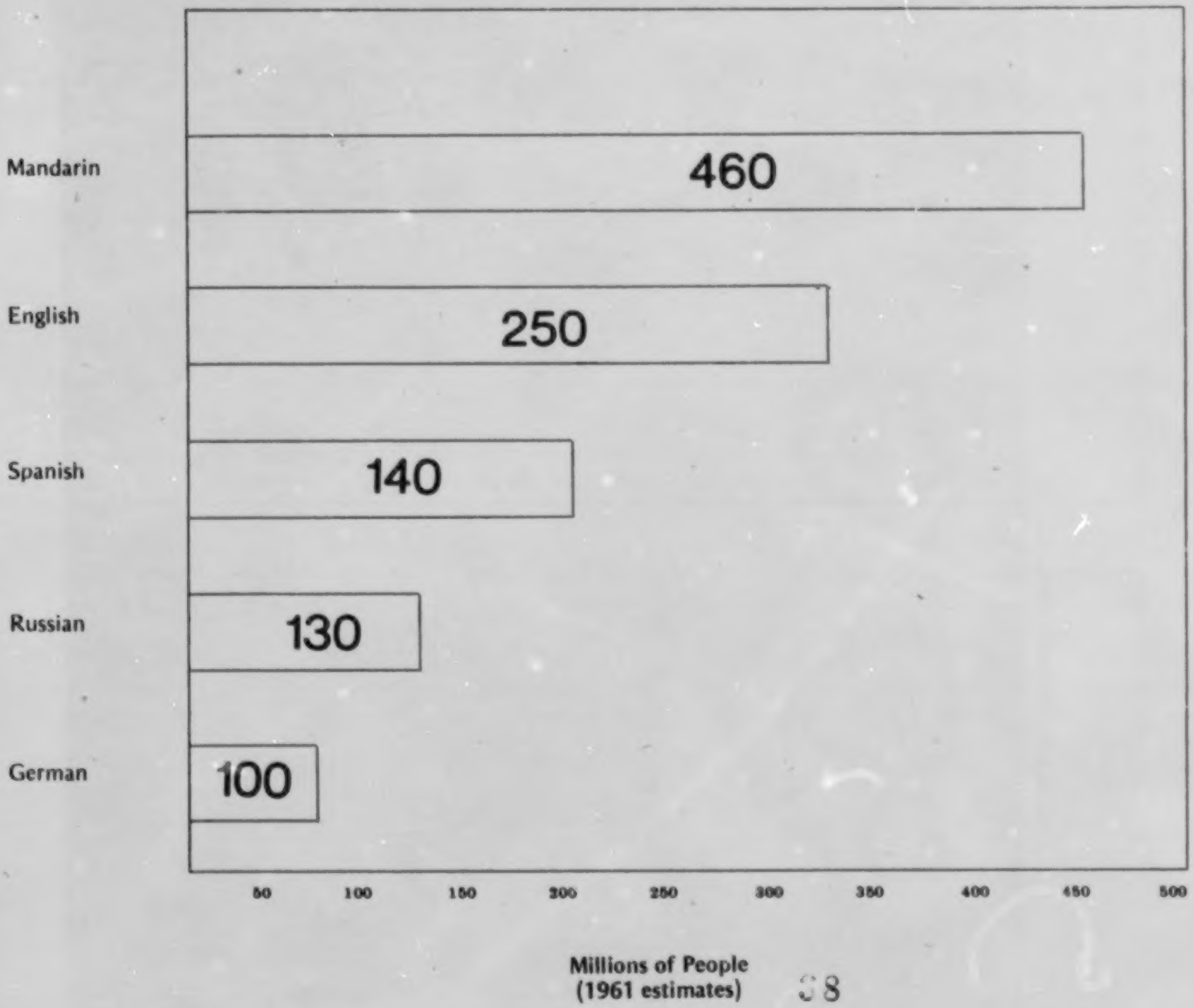
THE FIVE MAJOR LANGUAGES OF THE WORLD



I. **Fill in the Blanks.**

A. Language can be defined as ____________________ .

B. There are ____________________ of different languages in the world.

C. The language spoken by more people than any other in the world is ____________________ which is spoken in Northern China.

D. ____________________ is the second major language in the world and is spoken in Great Britain, ____________________, and ____________ ____________ ____________________ .

E. Spanish is the ____________________ major language in the world and is spoken in Spain, ____________________, Central America, and ____________________.

F. ____________________ and ____________________ are the fourth and fifth major languages of the world.

G. The language of a nation can unite the people in that nation. That is one reason why conquering ____________________force the people to learn their language. An example of this was when the Spaniards the forced the ____________________ to learn Spanish.

H. Language is always ____________________; it never stays the same.

I. The word "night" is an example of a change in ____________________.

J. The word "high" has changed in ____________________ through the years.

K. Whenever there is no word to describe something new, a word has to be ____________________

L. In the past when American Indian tribes were destroyed by disease and war, sometimes their languages have ____________________.

II. **Map**

Color the area where the following languages are spoken.

A. Mandarin - yellow
B. English - green
C. Spanish - brown
D. Russian - red
E. German - blue

Word Borrowing From Indian Language To Spanish

Level:

7-12

Objectives:

1. The student will be able to list several Indian words that have been incorporated into Spanish.
2. The student will be able to give the English equivalents to these Indian words.

Level of Communication:

Groups

Procedure:

The teacher will lead a discussion to bring out the following points:

1. Word borrowing between languages is a very common phenomenon.
   (a) Between the language of a conquering army and the language of a conquered nation
   (b) When two languages exist side by side, as in Canada
2. When the Spaniards came to Mexico, they found food, articles of clothing, and architectural and land forms which were not known in Europe. Therefore, they borrowed the Indian words for these items.
3. The Indian words have been incorporated into standard Spanish.

Materials:

The list of Indian words and English equivalents

Indian Words That Were Borrowed By The Spaniards

Foods:	maiz	corn
	tomate	tomato
	chocolate	chocolate
	aguacate	avocado
	cacahuate	peanut
	nopal	cactus
	tamales	tamales (tamal is singular)
	molcajete	mortar for pounding used in food preparation
Clothes:	huaraches	sandals
	sarape	serape
Houses:	adobe	adobe
	petate	floor mat or covering
	milpa	corn field or land
Animals:	guajalote	turkey

Word Borrowing From Spanish To English

Level:

7-12

Objectives:

1. The student will be able to identify several English words related to cowboys and cattle industry.
2. The student will be able to identify from which Spanish words these English words came.
3. The student will be able to briefly describe how the American cowboy and the Mexican vaquero are similar.
4. The student will be able to describe the heroic qualities of the Mexican vaquero.

Level of Communication:

Large Group

Materials:

1. A picture of a Mexican vaquero.
2. A picture of an American cowboy.
3. List of Spanish words and English equivalents.
4. Examination—matching and fill-in-the blank.

Procedure:

I. The teacher shows a picture of a Mexican vaquero to the class.

II. Using the question-answer approach, the teacher presents the following information to the class:

   a. The Spaniards were excellent horsemen, having learned a great deal from the Moors.

   b. The Spanish horseman or caballero became synonymous with the word "gentleman," and that is still the word for "gentleman" today.

   c. The Spaniards brought horses and cattle to the New World. These animals were the ancestors of all the livestock that sprang from them and populated the Southwest.

   d. Ranches, instead of haciendas, were established in those rougher, less fertile, areas of northern Mexico that were suitable for grazing.

   e. The Mexican vaquero (from the Spanish word for cow "vaca" meaning literally a man who works with cattle) who worked on the rancho was a mestizo (of mixed Spanish-Indian parents).

f. Although the vaquero was essentially a laboring peon, the nature of his work made him stand out from the other men. He developed into a type of hero. He was skilled in being a horseman. He had a dangerous job, daily battling nature, wild animals, and often Indian perils.

g. The ideal Mexican vaquero was characterized in folk culture as a man of great bravery, comradeship toward his co-workers, and loyalty to his ranch and the brand.

h. The vaquero's clothes and equipment were well suited to his life and work:

> He wore a wide-brimmed sombrero to protect his face from the hot sun and chaparreras (chaps) to protect his legs from the chaparral (thorny thicket). By the 18th Century, his outfit included a buckskin jacket with silver buttons, wide leather belt with silvery buckle, tight trousers, chaparreras, and leather boots. He was highly skilled in the use of la reata (lariat).

III. The teacher then shows a picture of an American Cowboy to the class and points out the similarites in dress, lifestyle, and heroic characteristics. The teacher explains how the American cowboy differs from the Mexican vaquero.

IV. The teacher gives the student a list of Spanish words (see enclosed list), and the student then writes the English equivalent. The teacher points out the large number of Spanish words that have been borrowed into English, and explains that this list of words is only partial. The Spanish words have been incorporated into English either literally or with slight changes in spelling or pronunciation or made into "new" English words.

Evaluation:

Matching and multiple-choice test

Material taken from: Suzanna B. Gomez's unit
Contributions of the Mexican American to the Cattle and Ranching Industry: Origin and Development.

Word Borrowing

These are just a few words that English has borrowed from Spanish. These words are used in the cattle and ranching industry.

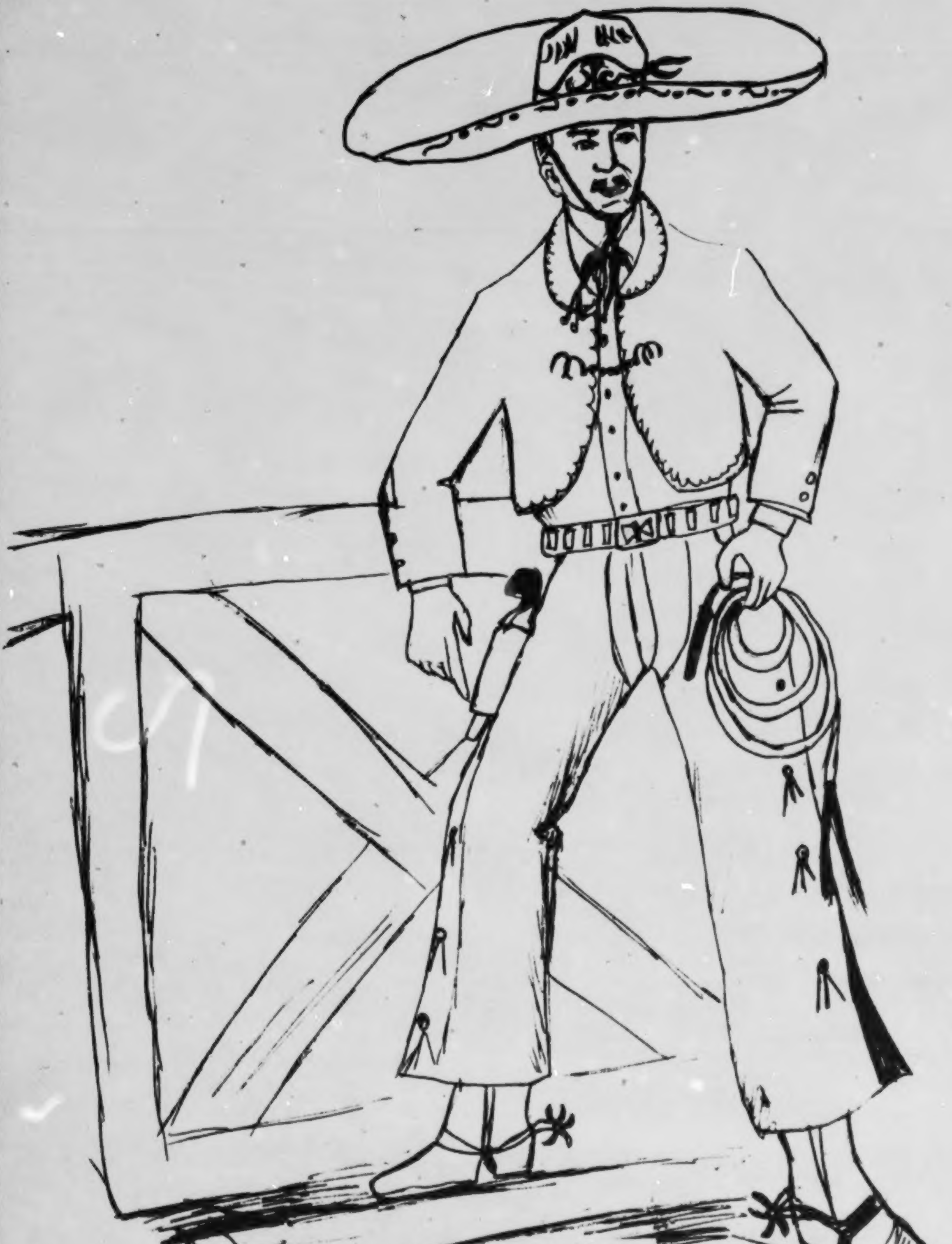
Spanish Word	*English Word*
rancho	ranch
ranchero	rancher
corral	corral
lazo (loop of rope)	lasso (rope)
chaparral	chaparral
chaparreras	chaps
estampida	stampede
rodeo (a round-up of cattle)	rodeo (cowboy competition)
vaquero	cowboy
caballero	horseman
sombrero	sombrero
sarape	serape
la reata	lariat
remuda	remuda
bronco	bronco
mesquite	mesquite
hamaca	hammock
hacienda	hacienda
patio	patio
plaza	plaza
coyote	coyote
barbacoa	barbecue
mesteño	mustang
cañon	canyon
sierra	sierra

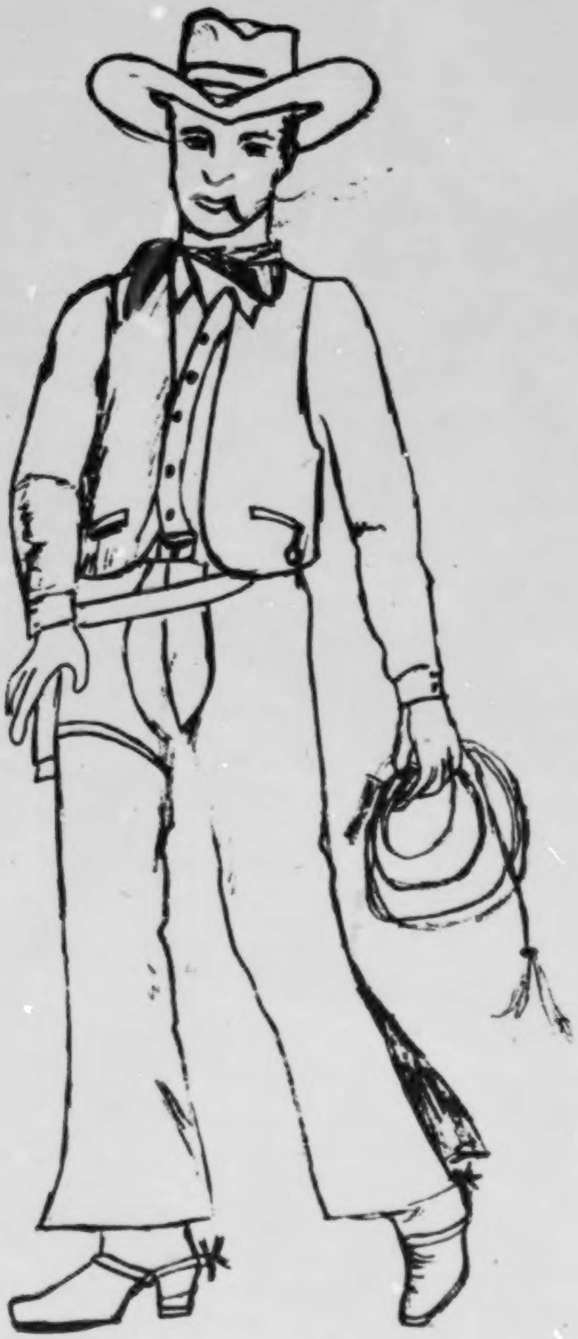
Matching

1. lasso ______ man who owns a ranch
2. mesquite ______ "cowboy"
3. estampida ______ unbroken horse
4. chaparral ______ rounding up cattle to brand them
5. ranchero ______ from the Spanish word for a loop of rope
6. bronco ______ thick bush
7. hacienda ______ kind of brick used to make houses
8. rodeo ______ kind of bush and tree
9. adobe ______ ranch house
10. vaquero ______ stampede

FILL IN BLANKS:

1. The ______________________ introduced horses and cattle to the New World.
2. The Spanish horseman or ______________________ came to mean "gentleman."
3. The Mexican cowboy is called a ______________________.
4. He wore a wide brimmed ______________________ to protect his eyes from the sun.
5. He used his gun or pistola to ______________________.
6. The buttons on his chaqueta and the buckle on his belt were made of ______________.
7. The Mexican vaquero wore ______________________ to protect his trousers from the thick, thorny bushes called chapparral.
8. The vaquero became a hero because he was ______________ and ______________
9. When the weather was very cold and windy, the vaquero wore a ______________________.
10. The vaquero used la ______________________ everyday to rope cattle.
11. General Oñato brought four domestic types of animals to America; they were ______________, ______________, ______________, and ______________________.
12. Among the food items found in America were ______________________, ______________ and ____________.
13. The iron that was brought was used for making ______________________ mainly.
14. One of the animals that was *not* found in America was a. (llama) b. (buffalo) c. (tigre) d. (coyote).





Slang

Level:

7-12

Objectives:

1. The student will be able to define slang and tell when slang is used.
2. The student will be able to define the words in the list or write a sentence with each word to show its meaning.

Level of Communication:

Group

Procedure:

1. The teacher will lead a discussion to bring out the following points:
    a. What is slang?
    Slang is very informal language used by a particular group of people. It is full of shortened word forms, newly invented words, and old words with new meanings.
    b. Slang is used by all types of people when they are talking with their friends in informal conversations.
    c. Slang is not appropriate in formal conversational situations, such as discussion on a serious topic, press conference, or a formal speech.
2. The teacher and students discuss the meanings of the slang words on the list, as well as the intonation of the speaker when using these expressions:

Variations:

1. The student will illustrate one or more of the slang expressions.
2. The student will write a dialogue using as many of the slang words as he can.
3. Some students will write sentences using slang to show that they understand the meaning of the words.
4. Some students will dramatize dialogues with the slang for the rest of the class.
5. The student will collect a list of other slang expressions over a two-week period and identify who was using them and where.
6. The student will identify slang expressions in newspaper articles and other stories selected by the teacher.

Materials:

A list of slang words

Evaluation:

Any or all of the variation activities.

Slang

What is slang? Slang is very informal language used by a particular group of people. It is full of shortened word forms, new words, and old words with new meanings.

Teenage Slang	*Black Slang*	*Chicano (pachuco) Slang*
cool it	the man (white man, authority figure)	chavalo - kid (male)
butter up	that's cold—that's good	chavala, ruca—girl, woman
chewed me out	jive—to lie, say something you don't mean	vato loco—what pachucos call each other; eg., hey man
bombed	foxy mama—good looking girl	encanicado—love sick
it's a blast	my main man—boyfriend	aguitado—loved
shot off his mouth	that's bad—that's good	carnales—blood brothers
narked	we're tight—friendly	gabacho—Anglo
far out	bat, dob—ugly girl	a toda madre—all the way
rip off	rap—talk	frajo—cigarette
he's a drip	hit on—become acquainted by talking	al recle—in a moment

Moods—Gesture and Expression

Level:

Grades 7 - 12

Objective:

The students will *demonstrate particular emotions and moods* through gestures and body movements. Students will develop and present a skit concentrating on a dominant mood or emotion.

Rationale:

Gesture and expression of emotion are universally understood, but there is some cultural variation in the expression of such, especially within certain situations and contexts.

Level of Communication:

Group and individual

Procedure:

1. List moods and emotions on the chalkboard or a transparency. This list might be changed or expanded:

   surprise — sorpresa
   sadness — tristeza
   anger — enojo, disgusto
   jealousy — celos
   timidity — timidez
   bored — aburrido
   depressed — comprimido
   carefree — sin cuidado, quitado de la pena

2. Review the pronunciation of the English words through repetition drills:

   He feels surprise.
   He feels jealousy.
   He feels anger, etc.

   (This drill might be reinforced with posters or cards showing faces with the various emotions. The "smiley face" is a good start.)

3. Introduce or review the adjective forms expressing emotion with transformation drills:

   He feels surprise.
   He is surprised.
   He feels anger.
   He is angry.
   He feels boredom.
   He is bored.
   She feels happiness.
   She is happy, etc.

Activities:

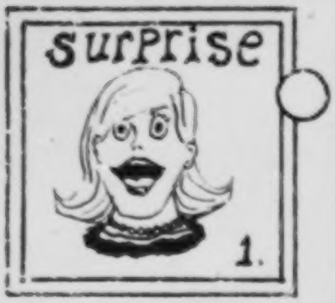
1. The teacher or a student will clue key words to the students. Students will interpret the mood with facial expression and body movement. For example: surprise (wide eyes, smile, mouth open, head back, hands up.) Continue as a group activity, then call on individual students to interpret.

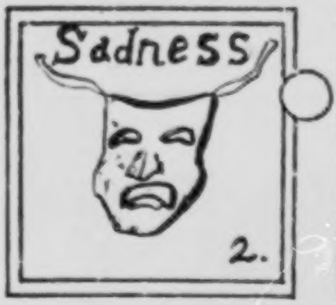
2. Use the same activity, but accompany the interpretation with sounds. For example: surprise (a squeal); depressed (a moan); bored (a sigh); fear (a scream or a loud intake of breath.)

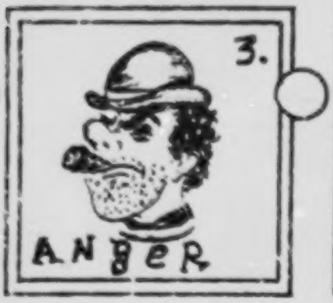
3. Divide the class into groups of 4 or 5. Each group will plan and present a scene in English based on *one* of the moods or emotions. It might be necessary for the teacher to guide the selection of characters and the structure of the scene. What is the environment or setting; what are the problems involved; who are the characters; etc.? (Each student should have a minimum number of lines within each scene.)

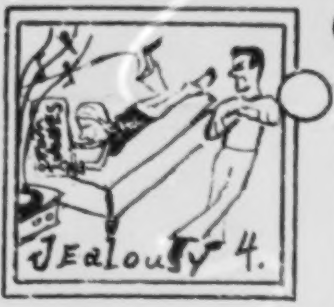
Materials:

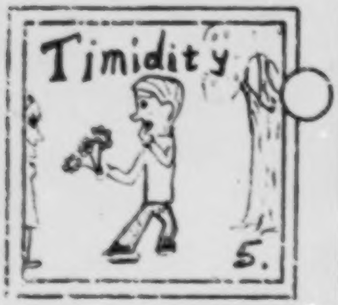
Slides, transparencies, or other visual aides to represent emotions.

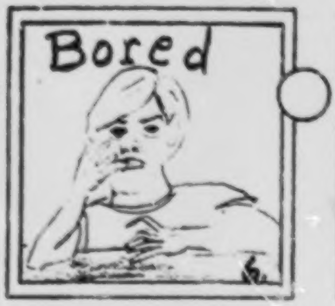

surprise
1.

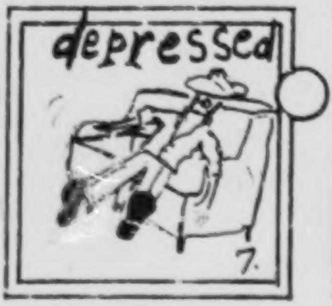

Sadness
2.

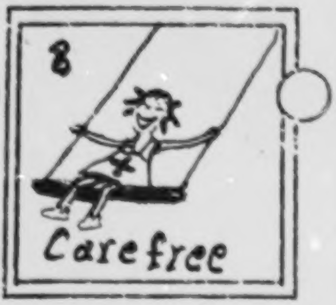

3.
ANGER


JEalousy 4.


Timidity
5.


Bored
6.


depressed
7.


8
Carefree

Critical Reading: Dichos and Proverbs

Level:

Grades 7 - 12

Objectives:

1. Student will be able, in his own words, to define "dicho" and "proverb."
2. Student will match dichos (i.e. Spanish proverbs) to English proverbs that are similar in meaning.

Level of Communication:

Group or individual

Procedure:

1. Provide students with a list of *dichos* and a list of English proverbs. This may be done as a duplicated exercise, on the overhead, or on the chalkboard. Read the Spanish *dichos* and discuss the meaning of these. Ask the students for examples of situations in which these sayings might be used. Read the English proverbs and discuss them also. Through discussion bring out that *dichos* and proverbs are sayings that have developed and been passed on from generation to generation.

   Ask the students to share with the class any Spanish or English proverbs that they may know. Discuss the meaning of these. Some students may see only the literal interpretation of the sayings. Through discussion, point out that beyond the literal meaning of a proverb there is another more general element of truth that can be applied to a variety of situations.

2. Give the students a duplicated exercise on matching Spanish *dichos* to English proverbs that are similar in meaning.
3. Give the students an exercise containing scrambled sayings in English and/or Spanish and let them rewrite them correctly.

   Example:

   leap you look before
   Look before you leap.

   Students could write sayings they may know in scrambled form and exchange them with other class members who would rewrite them.

4. Dichos and proverbs lend themselves to a creative writing exercise. Students could compose their own sayings.

Materials:

1. List of dichos and proverbs
2. Student worksheets
3. Overhead (optional)

Evaluation:

Any of the above activities could be used for evaluation purposes.

DICHOS

A buen hambre no hay pan duro.

Muchos cocineros dañan el puchero.

La perfecta hora del comer es: para el rico, cuando tiene gana; y para el pobre cuando tiene de qué.

En boca cerrada no entran moscas.

Al caballo regalado no se le miran los dientes.

En país de ciegos, el tuerto es rey.

No dejes para mañana lo que puedes hacer hoy.

Más vale tarde que nunca.

La ociosidad es madre de todos los vicios.

Por mucho madrugar no amanece más temprano.

El tiempo es oro.

No es oro todo lo que reluce.

Más vale estar solo que mal acompañado.

El hábito no hace al monje.

Díme con quién andas y te diré quién eres.

Haz bien y no mires a quien.

Más vale pájaro en mano que ciento volando.

A menos palabras, menos pleitos.

El que no habla, Dios no lo oye.

Quien mucho duerme, poco aprende.

El que solo vive, solo muere.

Mejor ser cabeza de ratón que cola de león.

Cuando estés in Roma, haz como los romanos.

Pueblo idiota es seguridad del tirano.

DICHOS AND PROVERBS

Can you match these dichos and proverbs?

______ 1. Más vale tarde que nunca.

______ 2. Al caballo regalado no se miran los dientes.

______ 3. Muchas cocineros dañan el puchero.

______ 4. No dejes para mañana lo que puedes hacer hoy

______ 5. No es oro todo lo que reluce.

______ 6. El tiempo es oro.

______ 7. La ociosidad es madre de todos los vicios.

______ 8. Díme con quién andas y te diré quién eres.

______ 9. Cuando estés in Roma haz como los romanos.

______ 10. Más vale pájaro en mano que ciento volando.

______ 11. El hábito no hace al monje.

A. Clothes don't make the man.

B. Time is gold.

C. Don't look a gift horse in the mouth.

D. Too many cooks spoil the broth.

E. A bird in the hand is worth two in the bush.

F. Better late than never.

G. Don't put off until tomorrow what you can do today.

H. When in Rome, do as the Romans do.

I. All that glitters is not gold.

J. A man is known by the company he keeps.

K. Idle hands are the devil's workshop.

DICHOS

En boca cerrada no entran moscas.

El tiempo es oro.

Más vale estar solo que mal acompañado.

No es oro todo lo que reluce.

Díme con quién andas y te diré quién eres.

Mejor ser cabeza de ratón que cola de león.

La perfecta hora del comer es: para el rico, cuando tiene gana; y para el pobre cuando tiene de qué.

El hábito no hace al monje.

A menos palabras, menos pleitos.

A buen hambre no hay pan duro.

PROVERBS

Don't cry over spilled milk.

Fish and company stink after three days.

Birds of a feather flock together.

The early bird gets the worm.

Misery loves company.

He who lives by the sword dies by the sword.

You can't judge a book by its cover.

Look before you leap.

A stitch in time saves nine.

The best answer for anger is silence.

Figurative Expressions

Level:

Grades 7 - 9

Objectives:

1. The student will underline figurative expressions in sentences.
2. The student will write definitions for figurative expressions.

Level of Communication:

Group

Procedure:

1. Using the overhead projector, show the students examples of sentences containing figurative expressions. Have the expressions underlined. Have the students read the sentences orally, discuss the expressions, and devise other ways of saying what the expression conveys.

   Example:

   Joe slid into first base *in the nick of time*.

2. Give the students a completion exercise of sentences with incomplete figurative expressions. Have the students complete the figurative expressions. The student who is not dominant in the English language should be given a word list from which to choose his answers.

   Example:

   1. Her hair shone like ____________.
   2. The boy was so frightened he turned as white as a ____________.

3. Prepare a list of sentences containing an underlined figurative expression. Write several statements beneath each sentence. Have the students underline the statement that explains the meaning of the expressions.

   Example:

   We had to *put on our thinking caps* in order to pass that exam.

   a. We put on our caps.
   b. We thought it was fun.
   c. We had to really think.

4. Provide the students with a list of sentences. Have them underline the figurative expressions in these sentences and write in their own words what the underlined expressions mean.

   Example:

   Martin batted the ball.
   It went through Mr. Garza's window.
   Martin *beat a hasty retreat.*

   Meaning: *ran away as fast as he could*

   (Additional examples are provided in the attached list.)

5. Students can be given paragraphs from an article or story in which to mark figurative expressions and to write definitions for these expressions.

Materials:

1. Teacher-made exercises
2. Newspaper articles
3. Overhead transparencies

Evaluation:

An evaluation activity can be selected from the above activities.

Reference:

Smuggling Language Into the Teaching of Reading, Charles Merrill Publishing Company, Columbus, Ohio, 1972.

FIGURATIVE EXPRESSIONS

1. Carlos always manages to *sidetrack* a conversation.
2. The president was re-elected by a *landslide*.
3. Children *darted* in and out of the crowd.
4. Tempers were reaching a *boiling point* on the playing field.
5. He *watered down* his statement because he wanted to be elected.
6. Ricardo is the *ugly duckling* of the Gonzalez family.
7. Elena found her mind *wandering* in her history class.
8. He *beat around the bush* until his father forced him to stop.
9. Victoria *went out on a limb* for her friends.
10. Don't *burn your bridges behind you.*
11. Armandina was *tongue-tied* when she was introduced to Alvaro.

PUNCTUATION

Level:

Grades 7 - 12

Objectives:

1. Students will be able to pronounce accurately the words in English referring to punctuation symbols.
2. Students will be able to employ the correct punctuation marks in English sentences.
3. Students will recognize, in English and Spanish examples, similarities and and differences between the punctuation in the two languages.

Level of Communication:

Individual and group

Rationale:

Although there are notable differences, Spanish and English punctuation are very similar. Through reproduction or recombining of English sentences, the student can gain confidence and skill in the correct use of punctuation. When he has learned the terms in English for the punctuation symbols, he will have added another dimension to his ability to operate in a second language.

Procedure:

1. Students will refer to a large chart or a transparency containing punctuation symbols and the English (and Spanish) words which refer to them. (See the attached model.)
2. Students will pronounce the terms after the teacher models them (simple repetition drill).
3. Students will review examples of sentences in English (with Spanish counterparts) which represent the variance in punctuation usage between the two languages. The examples might be shown on the chalkboard or on a printed hand-out.

PUNCTUATION			LA PUNTUACIÓN
	English		Español
.	Period		Punto final
,	Comma		Coma
;	Semi-Colon		Punto y Coma
:	Colon		Dos puntos
...	Elipses		Puntos Suspensivos
?	Question mark	(¿?)	Puntos de interrogación
!	Exclamation mark	(¡!)	Puntos de admiración
()	Parenthesis		Paréntesis
-	Hyphen		Guión
—	Dash		Raya
" "	Quotation marks	(« »)	Comillas

DE LA PUNTUACIÓN

La coma (,) se usa:

1. Para separar las partes semejantes de la oración y la claúsula.
2. Para separar los vocativos, inversiones y explicaciones.
3. Para suplir los verbos sobrentendidos.

El punto y coma (;) se usa:

Para separar las proposiciones semejantes de alguna extensión.

Los dos puntos (:) se usa:

Al principio de las citas o enumeraciones y antes de las proposiciones de demostración o de conclusión.

El punto final (.) se usa:

1. Después de cada abreviatura.
2. Al fin de todo período que forma sentido completo.

Los puntos suspensivos (...) se usa:

Para indicar que se calla algo.

Los puntos de interrogación (¿ ?) se usa:

Al principio y al fin de las frases interrogativas.

El paréntesis ( ) se usa:

Para encerrar alguna nota o explicación que interrumpe la oración principal.

Las comillas (« ») se usa:

Al principio («) y al fin (») de un pasaje copiado o para hacer resaltar una palabra o claúsula.

El guión (-) se usa:

Al fin del renglón cuando una palabra está cortada.

La raya (–) se usa:

En los diálogos para separar las palabras atribuídas a cada interlocutor.

PUNCTUATION

(This page is parallel to the Spanish version where possible.)

The comma (,) is used:

1. To separate similar (equal) parts of a sentence.
2. To separate items in a series.

The semi-colon (;) is used;

1. To separate items in a series after a colon.
2. To separate similar independent clauses in a sentence.

The colon (:) is used:

1. To introduce a list, especially after such expressions as "as the following" or "as follows."
2. To show time (8:30).

The period (.) is used:

1. After an abbreviation.
2. After every complete sentence.

The ellipsis (...) is used:

To indicate that something is left out.

The question mark (?) is used:

At the end of a question.

The parentheses ( ) is used:

To enclose a note or explanation that interrupts the principal sentence.

The quotation mark (" ") is used:

1. At the beginning and at the end of a copied passage.
2. In dialogues to separate the utterances attributed to each speaker. (The dash is used in Spanish to punctuate dialogues.)

The hyphen (-) is used:

At the end of a line when a word is separated.

Bruño, B. M., *Lecciones de lengua castellana,curso medio*, Editorial Enseñanza, S. A.: Mexico, D. F., pp. 281-282.

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PUNCTUATION USAGE

Most of the punctuation symbols in Spanish and English are used in the same way. Some, however, are used in different ways. These are the exclamation mark, the question mark, and the quotation mark.

Notice the different punctuation usage in the following sentences:

Exclamation Mark:	What a pretty dress!
Puntos de admiración:	¡ Qué vestido tan bonito!
Question Mark:	Where is the clinic?
Puntos de interrogacion:	¿Dónde está la enfermería?
Quotation Marks:	Mary said, “May we read about Mexican history? ”.
Comillas:	El autor escribe, “Las noches iluminadas por la luna tienen un no sé qué de melancólico misterio.”
Raya:	María nos dijo – ¿Podríamos leer algo de la historia de México?

CAPITAL LETTERS

Level:

Grades 7 - 12

Objective:

The student will be able to use capital letters correctly.

Level of Communication:

Group and individual

Procedure:

1. The teacher gives the students a list of rules and examples of capitalization (in English and Spanish, if necessary).

   The examples should be expanded until the student can assimilate them into an understanding of the rule.

2. Repetition and transformation drills will be used to reinforce the vocabulary used in the rules:

   Example:

   the pronoun "I"
   geographical names, etc.

3. Students will copy the paragraph from *Texas and Texans*, using capitals wherever needed.

Materials:

Handout sheet

Evaluation:

Students will exhibit their degree of mastery by their performance on the passage mentioned above.

Capital Letters

Rules of capitalization:

I. Capitalize the pronoun "I."

At noon I discovered I'd forgotten my lunch.

II. Capitalize the first word of any sentence.

Today was extremely hot and humid.

III. Capitalize proper nouns — A common noun is not capitalized unless it begins a sentence or is part of a title.

Proper Nouns	Common Nouns
New Mexico	state
Dartmouth College	college
Monday	day
Fourth of July	holiday
Rocky Mountains	mountains
Greece	Country

Remember that words that name a kind or type are *not* proper nouns and *should not* be capitalized: collie, terrier, oriole, station wagon.

Names given to individuals within a type are proper nouns: Impala and Ford.

a. Capitalize the names of persons.

Examples:

Miss Palacio
Uncle Joe
Sara
Debbie Espinoza
Frank and Hugo
Mr. Jesus A. Gonzales

b. Capitalize geographical names.

Cities, Towns	El Paso, Monterrey
States	Texas, Wisconsin, Guadalajara,
Countries	Mexico, Japan, Spain
Sections of a country	the South, the Northwest

*Do *not* capitalize east, west, north, south or any combination like northeast, when the words merely indicate *direction* as in these examples: a *north* wind, toward the *east*, two miles *southeast* of here, heading *west*.

Islands	Wake Island, Cuba
Bodies of water	Panama Canal, Rio Grande River
Parks	Mason Park, Hermann Park
Continents	South America, Africa, Australia

c. Capitalize names of organizations, institutions, and government bodies.

Examples:

Girl Scouts, Congress, University of Houston, League of United Latin American Citizens

*Do *not* capitalize words like hotel, theater, junior high school, unless they name a *particular* building or institution.

Examples:

Rio Theater	at the theater
Holiday Inn Hotel	a new hotel
Edison Junior High	a junior high school

d. Capitalize special events and calendar items.

Example:

World Series
Cinco de Mayo
April
Wednesday
Halloween

*Do *not* capitalize the names of seasons: spring, fall, summer, winter.

e. Capitalize the names of races and religions.

Examples:

Mexican, Negro, Indian, Baptist, Catholic

f. Capitalize the names of business firms and business products.

Examples:

National Paint Company
Martinez Pharmacy
Spearmint gum (Notice that only the brand name of a product is capitalized; the common noun following it is not.)

g. Capitalize the names of any other particular places, things, or events.

Examples:

the San Jacinto Monument
Boston Tea Party

Nuestra Señora de Guadalupe
Guadalupe
La Cáscada de la Cola de Caballo

IV. Capitalize proper adjectives. A proper adjective, formed from a proper noun, is always capitalized.

Proper Adjective	Proper Noun
Mexican climate	Mexico
Spanish literature	Spain
Roman law	Rome

V. Do *not* capitalize the names of school subjects, except languages and course names followed by a number.

Examples:

history, mathematics, English, Latin, Spanish, History III, Art Appreciation I.

VI. Capitalize titles

a. Capitalize the title of a person when the title comes before the name.

Examples:

*P*resident Coolidge
*C*olonel Gonzales

Do *not* capitalize titles used alone or after a person's name unless they are used instead of a name or unless you wish to show special respect. The title *President*, when it refers to the head of a nation, is always capitalized.

Examples:

Mr. Garcia is our new mayor.
The main speech will be delivered by the *M*ayor.

b. Words of family relationship (sister, uncle, grandfather) are capitalized when used with a person's name.

Examples:

*G*randpa Tim, *A*unt Lupe

When followed by a possessive noun or pronoun, words of family relationship are not capitalized.

Examples:

Tom's father is here.
His aunt lives nearby.

Exception: If a word like *aunt* or *grandfather* is customarily used before a name, capitalize such words even after a possessive.

Examples:

His *A*unt Harriet lives in Ohio.
Henry's *U*ncle John is a ship's captain.

Words of family relationship should be capitalized when used in place of a person's name in direct address.

Examples:

Yes, *F*ather.

c. Capitalize the first word and all important words in titles of books, magazines, and newspapers. Unimportant words in a title are *a*, *an*, *the*, and short prepositions, and conjunctions. Do *not* capitalize the word *the* before the title of a magazine or newspaper.

Examples:

the Houston Post
The Call of the Wild

LAS LETRAS MAYÚSCULAS

Las letras mayúsculas: Reglas para su correcto empleo. El empleo de las mayúsculas difieren un poco entre la gramática inglesa y la castellana. Las siguientes son reglas pertenecientes a la gramática inglesa.

I. El pronombre "I" (yo) siempre se escribe con mayúsculas.

II. Se escribe con letra mayúscula la primera palabra de un escrito.

III. Se escriben con mayúsculas los nombres propios y fechas memorables.

NOMBRES PROPIOS	NOMBRES COMUNES
New Mexico	state
Christmas, Thanksgiving	holiday
Andes Mountains	mountains
Greece	country

(Es muy importante reconocer que en la gramática inglesa, las nacionalidades, los meses del año, y los días de la semana siempre se escriben con mayúscula. En la gramática española estos no se consideran nombres propios, por lo tanto no se escriben con mayúscula.

Mexican – mexicano
January – enero
Sunday – domingo

IV. Los títulos, sobretodo si van en abreviatura, así como los nombres apositivos se escriben con mayúsculas.

Miss Palacio
Your Majesty
Uncle Henry
Señor (o Mr.) Jesús A. Gonzalez

V. Los nombres geográficos se escriben con mayúsculas.

ciudades	El Paso, Monterrey
estados	Texas, Wisconsin, Jalisco
países	Mexico, Japan, Spain
islas	Cuba, Easter Island
divisiones del país	the South, the North
de agua	Rio Grande, Gulf of Mexico

(Los puntos cardinales o cualquier combinación de estos nombres propios, portanto no se escriben con mayúsculas. Por ejemplo: norte, sur, oriente, poniente.)

VI. Los nombres de organizaciones, edificios educativos o gubernamentales se escriben con mayúsculas.

Spanish Language Academy
National University of Mexico
Secretary of the Navy

VII. Los nombres que significan atributos divinos se escriben con mayúsculas.

Baptist
Our Lady of Guadalupe
God
Saint Thomas

VIII. Los nombres de corporaciones, colectividades y sus productos: Se escriben con mayúsculos:

National Bank of Mexico
Martinez Pharmacy
Adams' Chiclets

IX. Los nombres de sitios pariculares, objetos o eventos se escriben con mayúsculas.

San Jacinto Monument
Statue of Liberty
Horsetail Falls

X. Los adjetivos propios se escriben con mayúsculas. (Un adjetivo propio se forma de un nombre propio).

ADJETIVO PROPIO	NOMBRE PROPIO
Mexican climate (clima mexicano)	México
Spanish literature (literatura española)	Spain – España
Roman law (ley romana)	Rome – Roma

XI. Las asignaturas no deben ser escritas con mayúsculas con excepción de los idiomas y aquellas (que vienen) en serie.

history	historia
mathematics	matemáticas
English	inglés
History III	

XII. En los títulos de obras, revistas y periódicos se emplea la letra muyúscula.

The Discovery and Conquest of Mexico
El Heraldo
Texas Monthly

XIII. Las estaciones del año no se consideran nombres propios, ni en la gramática inglesa, ni en la castellana, por lo tanto no se escriben con mayúsculas.

spring, summer, fall, winter.

Garcia, Alfredo Huertas, *Ortografía metódico de la lingua española*, Sexta edición, Editorial Porrua S. A., Mexico, 1965.

EJERCICIOS SOBRE EL USO DE LAS MAYÚSCULAS. EMPLEA EL USO DE LA MAYÚSCULA SEGÚN LAS REGLAS.

1. el libro de gramáticia del señor andrés bello, contiene el sistema que se sigue en méxico y otras repúblicas de la américa latina.

2. el presidente de la republica de los estados unidos mexicanos asistió a la inauguración de la temporada en el palacio de las bellas artes.

3. el presidente de la suprema corte de justicia llegó ayer, procedente de francia.

4. hemos leido «la iliada» y «la odisea», de homero. también releímos «la divina comedia» de dante.

5. visitando el bosque de chapultepec el sábado 3 de marzo, encontré en una de sus avenidas al director de la hemeroteca muncipal del estado de puebla.

6. la familia gómez asistió a la solemne inauguración de la basílica de nuestra señora de guadalupe.

7. todos los jueves van luisa y su hermana maría al cine principal.

8. el héroe de «la iliada» de homero, es aquiles; y ulises, el de «la olisea».

9. no he leído el libro titulado: consideraciones sobre la vida y la obra de miguel de cervantes saavedra.

10. la ciudad de paris fue bautizada por victor hugo como ciudad-luz.

MEXICAN CULTURAL PATTERNS*
POST TEST

mexican americans, though among the earliest residents of texas, have generally retained many of the distinctive ways of their cultural heritage. religion is important, and roman catholicism is practiced by most mexican americans. Most americans speak english, but many also speak spanish fluently; thus, they are bilingual.

in the late nineteenth century, as now, mexican-americans were noted for their love of gaiety. san antonio and smaller towns were often the scene of colorful fiestas where mexican people celebrated their holidays with dancing and feasting that sometimes lasted for several days. cinco de mayo and diez y seis de septiembre are national holidays of mexico frequently celebrated by texans then and now. ignacio zaragosa, born in goliad, commanded the mexican forces in the may 5, 1862, victory over the french. it is commemorated by cinco de mayo. another prominent texan of mexican heritage was santos benavides. his varied career included service as the mayor of laredo, as a captain of the texas state troops, as a commander in charge of border defense, as a brigadier general at the battle of palmito ranch, as a partner in a family mercantile business, as a member of the sixteenth, seventeenth, and eighteenth legislatures, and as the texas commissioner to the world's cotton exposition in 1884.

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*Anderson and Wooster, *Texas and Texans*, 1972.

Count And Non-Count Nouns

Level:

Grades 7-12

Objective:

After completing this lesson, the student will be able to

1. Distinguish count from non-count nouns.
2. Identify irregular plurals.
3. Pronounce well the "H" sound

Level of Communication:

Individual, Group

Procedure:

1. The teacher will present the dialogue first by reading it to the class.
2. The teacher will write the dialogue on the board and start by erasing every 5th word, then every 4th, until all the dialogue is erased entirely and memorized by the class.
3. Call on several students to dramatize the dialogue.
4. ESL methodology

Materials:

Poster or transparencies with a list of irregular plural nouns, another with a list of count and non-count nouns

Evaluation:

The short story of "La vida no vale nada" will be read and an oral discussion will follow.

After the story has been read and discussed, the student can be given a choice either to describe the Soto household or retell the story in his own words.

Exercises from the *Lado English Series*, Book II, pp. 122-124 can be used as oral or written evaluation.

PRONUNCIATION EXERCISES

house/ have/ how/ he/ here

his and hers/ household/ how many/ how much

Simple Substitution:

1. How many *years* does he have to study?
    subjects
    lessons
    problems
    languages

2. I earn a few more *dollars* here.
    benefits
    honors
    promotions

3. You need a *lot* of sugar.
    some ink
    time
    three hours

4. How much *coffee* do you need?
    time
    money
    sugar
    flour
    cream

NOTICE THE USE OF *HOW MANY* AND *HOW MUCH*

How many years?	*two years.....five years.....*
pennies?	*five pennies.....twenty pennies.....*
dresses?	*four dresses.....ten dresses.....*

USE *HOW MANY* WITH COUNT NOUNS (NOUNS THAT YOU CAN COUNT)

Ex.: one lady, two ladies, three ladies..........

How much *time* do you want?
money
coffee

USE *HOW MUCH* WITH MASS NOUNS (NOUNS THAT ARE NOT COUNTED)

Ex.: one water, two water,.....is incorrect

APPLY THE ABOVE RULES (SUBSTITUTE THE NOUNS AND USE *HOW MUCH* OR *HOW MANY)*

(Change the nouns to the plural form where needed.)

Teacher	Student
How much money do you want?	How much money do you want?
coffee	How much coffee do you want?
How many nickels do you want?	How many nickels do you want?
tooth	How many teeth do you want?
candy	How much candy do you want?
space	How much space do you want?
mouse	
sheep	

USE *SOME* WITH MASS NOUNS

Ex.: some milk;some coffee,some sugar

USE NUMBER WITH COUNT NOUNS

Ex.: two glasses of milk
five spoons of sugar
ten dollars

SUBSTITUTE AND USE A NUMBER ADJECTIVE OR "SOME." CHANGE NOUNS TO PLURALS WHERE NEEDED.

Teacher	Student:
I want some ice cream	I want some ice cream.
fruit	I want some fruit.
dollar	I want five dollars.
cereal	I want some cereal
bowl of cereal	
math book	
coffee	
literature	

DIALOGUE

Setting: The Soto Household. Rosa and Arturo Soto have invited Memo Sarate for dinner.

Memo: How many years have you lived in Michigan?

Arturo: My family and I left San Antonio some years ago. I earn a few more dollars here. My oldest son is now going to college.

Memo: How many hours is he taking?

Arturo: Nine or twelve, because he works to pay for his education.

Rosa: Supper's ready. Let's eat. How many tacos do you want?

Memo: I'll have two tacos and some beans, thank you.

Arturo: I'll have some more beans and two jalapeños.

LA VIDA NO VALE NADA

by MEMO SARATA

Michigan is not a warm place, especially in the winter time. The sky always seems to be laden with some clouds, always threatening to bring some snow or rain. The wet, cold wind causes the body to withdraw into itself.

Sometimes when walking along the cold streets, I'm overwhelmed by a warm glow, a mysterious shadow, a penetrating stare, a form huddling in a doorway. Without looking, by instinct, I know it's Arturo, peering out into a void. Arturo is a Chicano. I'm always running into him. He doesn't seem to exist outside the streets of skid row. I know he has a family somewhere; he has a steady job somewhere, but I have never seen him except on one or two streets of skid row. His two arms are like bronze. The muscles protrude, resembling a Greek god. He has a dark, foreboding moustache, but he is not foreboding. He is nice. All weekends make him happy; he can get drunk. He speaks in abrupt, deep tones, communicating by feeling. Arturo is nice. Sometimes he is drunk and doesn't recognize me, but he is always nice.

Arturo has been in Michigan for ten years and still misses Texas. Not very many people speak Spanish in Michigan. He has a family but feels like an orphan. His wife and four children do not like it here, but there is no work in Texas.

One night Arturo and I were celebrating, and we went to his home in the early morning hours. He pays $85 a month rent for a two-room house that is at least a hundred years old. It is badly in need of repair. Arturo says it is a good house. The Polish shopkeeper across the street owns the house.

Arturo's wife got out of bed and cooked some beans and tacos for us. She was a beautiful woman, very dark, very strong, yet agile like a graceful cat.

After eating the hot meal, we all sat down in the living room and drank beer, listening to Old Pedro Infante records.

They insisted I not go out into the snow storm, that I sleep on their tattered sofa. And so when the sun was beginning to rise, Arturo and his wife went to bed. The four children, wrapped warmly in blankets, snuggled in with their parents. They had only one bed.

From time to time, I still think about Arturo. Life is kind when it never allows nice people to disappear from our memories.

For oral discussion:

1. Where does the Soto family live?
2. How many years have they lived in this city?
3. Why did Arturo decide to leave Texas?
4. Describe the house where the Soto's live.

Vocabulary

agile--quick and easy of movement
laden--loaded; burdened
overwhelmed--helpless, crushed, overpowered
protrude--to push or drive out
skid row--a section of a city frequented by hobos, vagrants.

Sarata, Memo. "La vida no vale nada," *Yearnings.* Albert C. Chavez (ed.). Pendulum Press, Inc., West Haven, Conn., 1972.

ACTION AND LINKING VERBS

Level:

7-9

Objective:

The student will be able to *identify* action and linking verbs and *distinguish* between the two.

Level of Communication:

Group

Procedure:

1. On the chalkboard, on posters, or on the overhead projector, the teacher will list several action and linking verbs. He will then elicit from the students several sentences containing action and linking verbs.

Examples:

Linking verbs: forms of *to be*, appear, become, seem, feel, look, etc.

> Your hand feels cold.
> Juan is my best friend.
> Mrs. Rios seems sad today.

Action verbs: run, shout, go, add, cry, chew, arrange, etc.

> Alvaro is chewing gum.
> Can you arrange to meet me?
> He goes to the movies on Saturday.

(Students should continue working orally with additional examples until they have mastered the distinction between action and linking verbs.)

2. Students will be given articles from the newspaper or sections of the paper such as the sports section or the business section. Working in small groups, students will list as many examples of action and linking verbs as possible. The product may be the effort of the group or individual efforts. (If necessary, the teacher will make copies of one article for all students and work with the large group to accomplish a model for the small group or individual task.)

3. Written exercises: The students will be given a typed exercise (or it may be shown on the overhead projector), listing sentences using action verbs and linking verbs. To maintain familiarization with the newspaper, the teacher might take the examples directly from the newspaper.

SAMPLE EXERCISE:

Underline the action verbs in the following sentences:

1. Tulsa quarterback Jeb Blount fired three touchdown passes.
2. I really have a lot of admiration for this Rice football team.

3. Five bombs exploded minutes apart.

4. British Leyland plans to set up a $9-million auto assembly plant.

5. Police said there were no other arrests.

6. Kennedy was fined $50 for making an illegal turn.

7. The 38th President of the United States talked of many things.

8. Both the federal and provincial governments are raising their taxes.

9. Mary examined his left arm.

10. Kindergarten children are not generally bused.

Underline the linking verbs in the following sentences:

1. Ali is too fast for Foreman.

2. Many of the deficiencies are of this type.

3. Is it cool in here?

4. These watches are masterpieces of the jeweler's art.

5. Ponomarev, 69, is a party secretary.

6. In Communist language "democracy" and "progress" are synonyms for the Soviet brand of socialism.

7. Quick Cash is a service from American Savings.

(All of the above examples are taken from *The Houston Post* of October 27, 1974.)

Variation:

An alternative to the exercises above, or an expansion of the activities, is a fill-in-the-blanks, multiple choice exercise. It can also be used as the final evaluation.

Example: Write in the blanks one or more verbs to complete the sentence:

1. My mother ______________ my friend.

is was shouted called became run

2. José and Juanita ______________ the teachers.

were help are write evaluate is

(Continue with other examples.)

Materials:

Newspaper articles, printed exercises, overhead projector

List below all verbs in the following, placing them under their correct heading:

Aeros form West starters

By RICH BURK
Post Sports Writer

EDMONTON, Alb. — Officially it's "A Salute to Team Canada '74" here Tuesday at 9 p.m. CST when the World Hockey Association plays its third annual All-Star game.

Unofficially, it's "A Salute to Team Houston '75."

There are nine Houston Aeros on this year's WHA West All-Star team, the largest single delegation ever chosen for a hockey honors game. The Toronto Toros, with five representatives for the East, are second in strength of numbers.

Houston coach Bill Dineen, who will handle the West, plans to start an all-Houston lineup. Wayne Rutledge will be in goal, Larry Lund, Frank Hughes and Andre Hinse will be on the forward line and John Schella and Poul Popiel will be on defense.

Dineen figures it's about time the West won an All-Star game. The East has won both previous games.

"We have one line intact and the other two lines are two-thirds intact. We'll be playing people who have played together before, so we should have the edge," Dineen said.

Besides his own Go-Go Line, Dineen will have Winnipeg's Bobby Hull and Ulf Nilsson on a line with Minnesota's Fran Huck, while Gordie and Mark Howe will work with San Diego's Andre Lacroix.

Houston's Ted Taylor and Vancouver's Danny Lawson will handle the penalty-killing chores.

New England's Ron Ryan isn't sure yet how he'll pair up his players — or at least he isn't saying. That fits the mood of these games, though.

ACTION VERBS

LINKING VERBS

The Past Tense of Regular Verbs

Level:

7-10

Objectives:

Given the basic rules and examples, the student will be able to:

1. Form the past tense of the regular verbs.
2. Pronounce the sounds of the *ed* in the past tense of regular verbs.

Level of Communication:

Large group. Teacher can record activity to enable the student to work independently.

Procedure:

1. The teacher will hand out a historical narrative of the Mexican Revolution of 1910 (at the end of unit).

2. Since all of the regular verbs in the past tense are in italics, the teacher will read the narrative aloud, giving extra emphasis to the verbs.

3. Discuss with the class the rules to form the past tense of regular verbs.

4. This step is the most important one because students, especially those whose first language is Spanish, have trouble with the different sounds—*ed* takes in the past tense of regular verbs. Teacher explains the rules.

   (a) If the last sound in the present tense of the verb is voiced (the sound of a letter is voiced if there is a vibration in the vocal chords), the *ed* is pronounced as *d*.

   Example: open—opened
   love—loved
   soil—soiled
   change—changed

   (b) If the last sound in the present tense of the verb is voiceless (the sound of a letter is voiceless if the sound produced was made by a muscle movement or contraction of the of the mouth), the *ed* is pronounced as *t*.

   Example: as*k* (contraction of the soft palate) ask(t)
   finis*h* (combination of mouth and muscle movement of the mouth)
   finish(t)
   stop (lip touch) stop(t)

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(c) When the last sound of the present tense of the verb is *T* or *D*, the *ed* is pronounced as (id).

lift–lift(id)
need–need(id)

Evaluation:

The narrative on the Revolution of 1910 will be read by the students aloud as they apply the rules given.

Presentation (ESL Methodology)

(a) Read the narrative again.
(b) Pronounciation drill: (Backward sentence build-up)

Teacher: Porfirio Diaz ruled Mexico for almost 35 years.
Teacher: years.
Student: years.
Teacher: 35 years.
Student: 35 years.
Teacher: for almost 35 years.
Student: for almost 35 years.
Teacher: ruled Mexico for almost 35 years.
Student: ruled Mexico for almost 35 years.
Teacher: Porfirio Diaz ruled Mexico for almost 35 years.
Student: Porfirio Diaz ruled Mexico for almost 35 years.

(c) Follow same procedure with the following sentences:

Francisco Madero wanted to become Mexico's next president.
The poor hoped for justice.
After Madero was killed, Mexico suffered.
A new revolutionary constitution was formed.

Pronunciation Drill

hoped/ liked/ looked/ shopped/ worked/ stayed/ played/

enjoyed/ divided/ needed/ supported/

liked and supported/ formed and raided/

Substitution Drill

Yesterday, I helped Mother in the yard.
Yesterday . . . . (you)
Yesterday . . . . (he)
Yesterday . . . .(she)
Yesterday . . . . (we)
Yesterday . . . .(they)

Last month, I formed a new history club.
. . . . (you)
. . . . (he)
. . . .(she)
. . . . (we)
. . . .(they)

Two weeks ago, I wanted to go to the museum.
. . . . (you)
. . . . (he)
. . . .(she)
. . . . (we)
. . . .(they)

Oral Participation

Have students read the narrative aloud.

Have response drill:

1. Who ruled Mexico for 35 years?
2. Why did Diaz dislike Madero?
3. Who killed Madero?
4. Where did thousands of Mexicans escape?
5. What good things resulted from the Mexican Revolution of 1910?

The Revolution of Mexico of 1910

Porfirio Diaz *ruled* Mexico for almost 35 years. No one *expected* that the strong government he *worked* so hard for could ever be *destroyed.* In 1910, Porfirio Diaz *wanted* to step down from the office. Several rich men *decided* to run for the office. Francisco Madero was *interested* in becoming president, but *ordered* his soldiers to put Madero in jail. Madero *escaped* to El Paso and Juarez. He *lived* there and *tried* very hard to build his own political force. Madero *counted* the days when he could be president of Mexico. Finally in 1911, Diaz *stepped* down. The same year Mexico *elected* Madero. The millions of simple and poor people of the pueblos *liked* and *supported* Madero. They *hoped* he would bring the justice and progress Diaz failed in bringing.

Out of nowhere, men like Emiliano Zapata and Pancho Villa *formed* bands of men and *used* the law as they *wished.*

The rich people *decided* that Madero must be *killed.* General Victoriano Huerta *betrayed* Madero and *assassinated* him. It is *believed* that the American Government *helped* and *encouraged* Huerta. After Madero was *killed,* Mexico *suffered.*

All over Mexico new armies *formed* and *raided* each other. The Huerta government *lasted* 18 months. During this time, thousands of Mexicans of all classes *crossed* the border into the United States. They were *welcomed,* because at the time the United States was at war with Germany and *needed* manpower at home. The refugees *planned* to return, but most *stayed.*

Mexico was at war from 1911 to 1920, and the fighting *caused* great damage. General Venustiano Carranza *gained* control over the other leaders. A new revolutionary constitution was *formed,* the Catholic Church was *banned* from politics and large haciendas were *divided* for the poor.

Simple Past Tense of Regular Verbs

We add *ed* to most verbs to form the past tense.

Example: answer—answered
close—closed
lift—lifted
stop—stopped

When verbs already end in *e,* we add only *d.*

Example: close—closed

When verbs end in *y*, we usually drop the *y* and add *ied.*

Example: carry—carried

We usually pronounce *ed* as *d* when the last sound in the present tense of the verb is *voiced.*

open listen turn rain clean soil fail change love

We usually pronounce the *ed* as *t* when the last sound in the present tense is *voiceless.*

ask look finish drop press smoke stop type

We usually pronounce the *ed* as *id* when the last sound in the present tense of the verb is *t* or *d.*

lift correct need end divide subtract last

Regular and Irregular Verbs

Level:

7-12

Objective:

Focusing mainly on the irregular verbs *sit* and *set*, students should be able to identify their differences and use them properly.

Level of Communication:

Group

Procedure:

1. Students will be given a hand-out sheet containing the verbs *sit* and *set* and their meanings. The hand-out sheet should include examples.
2. Oral Repetition Drill: students will repeat as the teacher models sentences using the verb "sit."

   Example: Backward buildup

   Teacher: Beto sits in Ramon's place.

   Student: (Listen only.)

   Teacher: Ramon's place.

   Student: Ramon's place.

   Teacher: in Ramon's place.

   Student: in Ramon's place.

   Teacher: sits in Ramon's place.

   Student: sits in Ramon's place.

   Teacher: Beto sits in Ramon's place.

   Student: Beto sits in Ramon's place.

   Follow the same procedure with the verb "set."
3. Write the exercise on the chalkboard or on a transparency, leaving out the verbs. Individual students should respond with the correct forms. The complete sentences should remain on the board.

Materials:

Hand-out on *sit* and *set*

Transparency

Dialogues

Evaluation:

Attached exercise (oral or written).

SIT and SET

The verb *sit* means *to sit down* or *to rest,* as in a chair. Its principal parts are *sit, sitting, sat, (have) sat.*

Examples:

1. Beto *sits* in Ramon's place.
2. Three girls *sat* on the bench.
3. I had *sat* there for a long time.

The verb *set* means *to place* or *to put something down.* It's principal parts are *set, setting, set, (have) set.*

Examples:

1. *Set* the tomato plants in sunny places.
2. Paul *set* the tool box on top of the motor.
3. Mother had *set* the pie on the table.

If you keep in mind the *meaning* of your sentence, you should be able to choose the correct verb. If the meaning is *to rest,* use the verb *sit.* If the meaning is *to put something down,* use the verb *set.*

(Examples taken from *English Grammar and Composition 7,* Warriner, Treanor, and Naas; Harcourt, Brace and Company, 1959.)

EXERCISE ON SIT AND SET

Fill in the acceptable form of *sit* or *set* in the following sentences:

1. Debbie, would you like to __________ here?
2. The students __________ in the warm bus.
3. Mrs. Azios __________ the book on the desk.
4. The cat __________ perfectly still, watching the butterfly.
5. Hasn't Alejandra always __________ in the front row?
6. She picked up the bat and __________ it down on the ground.
7. I was glad to __________ up, since I had been flat on my back for a week.
8. A large crow was __________ on my bicycle.
9. __________ the tortillas on the table, Sara turned on the radio.
10. Frank had __________ the big box on the table.

I. AT THE MOVIES

Jo Ann said, "Could we __________ up front?"

Becca added. "Where will I __________ my lunch box?"

Another girl remarked, "Last time we __________ too near the screen."

Damaris giggled, "Oh, I __________ on the popcorn."

The fifth girl whispered, "__________ the box down here."

A woman turned around and glared. "Please __________ still!"

II. AT THE SNACK BAR AFTER SCHOOL

"Let's __________ over here!" exclaimed Paula.

The attendant __________ several glasses of water on the counter.

Omalia, who had just __________ down, knocked one over.

"Oh," screamed Emily. "I have __________ in a puddle of water!"

"Serves you right. If you girls would __________ still, the glasses I __________ on the counter wouldn't be knocked over."

Dialogues adapted from *Warriner's English Grammar and Composition*.

Verbs—Irregular Past Tense

Level:

Grades 7-9

Objective:

The student will be able to recognize and use irregular verbs in the past and past participle forms.

Level of Communication:

Individual, Group

Procedure:

1. Make copies of the enclosed list of verbs and/or make a transparency for overhead.
2. Go over some of the verbs orally. Explain the use of auxiliary verbs in the past participles and the use of *shall* and *will* with the present tense to make the future tense. Use examples.
3. Have students read from transparency at least five verbs orally.
4. Give the class a new word from the list. Have them give you the past and past participle forms. Call on rows or groups and continue the process.
5. Vary the activity by giving them a subject. Have the students check the list and point out those verbs which cannot be used with the subjects given.
6. The teacher may give the past tense. Have students give the present or past participle. Give a complete sentence. Have the students change the verb to another tense.

   Example: I bring paper to school
   I brought paper to school.

SIMPLE PAST AND PAST PARTICIPLE FORMS OF IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE
bring	brought	brought
buy	bought	bought
catch	caught	caught
cut	cut	cut
feel	felt	felt
fight	fought	fought
find	found	found
get	got	got
have/has	had	had
hear	heard	heard
leave	left	left
lend	lent	lent
lose	lost	lost

make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
say	said	said
sell	sold	sold
send	sent	sent
shine	shone	shone
sleep	slept	slept
stand	stood	stood
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
win	won	won

IN THE FOLLOWING VERBS THE SIMPLE PAST TENSE AND THE PAST PARTICIPLE ARE DIFFERENT

PRESENT	PAST	PAST PARTICIPLE
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
go	went	gone
know	knew	known
lie	lay	lain
ride	rode	ridden
rise	rose	risen
run	ran	run
see	saw	seen
show	showed	shown
sing	sang	sung
speak	spoke	spoken
swim	swam	swum
take	took	taken
tear	tore	torn
throw	threw	thrown
wake	woke, waked	woken, waked
wear	wore	worn
write	wrote	written

Variations:

Students will change the tense of a short narrative (perhaps taken from the newspaper).

Materials:

Printed duplication or transparency of the verb list.

ADJECTIVES

Level:

Grade 7-10

Objectives:

After completing this lesson, the student will be able to:

1. Define adjectives in English and in Spanish.
2. Identify adjectives from narratives in English and Spanish.

Level of Communication:

Individual, group

Materials:

Tape recorder, tape

Procedure:

1. The teacher will give the Pretest as a handout to the students and conduct it orally.

2. The teacher will review the usage of adjectives in both languages (English and Spanish) and give examples.

3. The post test will be handed out and done orally by calling on different students and/or asking for volunteers. The pretest can also be done as a written exercise.

Evaluation:

Post test

SUBRAYE LOS ADJETIVOS EN EL SIGUIENTE PARRAFO

Pretest

Playa tranquila. Espuma blanca del mar. La niña traviesa corre y quiere su muñeca bañar. Muñequita azul, no sabes nadar? Te pondré un hilo fino y te llevaré a la mar. Ten cuidado mi niña, no te vayas a ahogar. La ola ingrata te puede mojar.

Underline The Adjectives

Toby stared at the tall man standing there so stiffly. So stiff and so still. Then Toby's old anger flooded over him. Some grandfather! Just like Pop! Did they both hate kids? Didn't they want to bother with their kids–or their grandkids?

Myra was more scared than angry. She looked up at the still face of her grandfather. Then she lifted her chin higher. She, Myra, wasn't going to be afraid of him–or of anyone else, either!

El Adjetivo

Sirve para modificar y adornar al substantivo.

1. los ADJETIVOS que indican cualidades o defectos

   se llaman CALIFICATIVOS

Ex. La naranja *jugosa*

El durazno *podrido*

2. los ADJETIVOS que no expresan cualidades ni defectos

   se llaman DETERMINATIVOS y pueden hacer lo siguiente:

A. SEÑALAN	*aquél* edifico
B. EXPRESAN PROPIEDAD	*mi* padre *su* amiga
C. INDICAN CANTIDAD	*dos* pesos *cada* vez

Como el adjetivo adorna al sustantivo, tiene que obedecerlo, es decir, que el geñero y el número del sustantivo son los que tienen que adquirir al adjetivo.

The Adjective

is a word used to modify a noun or a pronoun. An ADJECTIVE answers the questions: What kind? Which ones? How many?

Ex. a *brilliant* sky	(What kind?)
those answers	(Which ones?)
several days	(How many?)
the *second* house	(Which one?)

LEA CON SUMO CUIDADO EL FRAGMENTO LITERARIO QUE VA A CONTINUACIÓN SUBRAYE EN ÉL TODOS LOS ADJETIVOS QUE ENCUENTRE

En el arropo, que la lluvia había dilatado hasta la vina, nos encontramos, atascada, una vieja carretilla, perdida toda bajo su carga de hierba y de naranjas. Una niña, rota y sucia, lloraba sobre una rueda, queriendo ayudar con el empuje de su pechillo en flor, al borricuelo, más pequeno ay! y más flaco que Platero. Y el borriquillo se despechaba contra el viento, intentando, inútilmente, arrancar del fango la carreta, al grito sollozante de la chiquilla. Era vano su esfuerzo, como él de los niños valientes, como el vuelo de esas brisas cansadas del verano que se caen, en un de mayo, entre las flores.

Acaricie a Platero y, como pude, lo enganche a la carretilla, delante del borrico miserable. Le oblique entonces con un cariñoso imperio, y Platero, de un tirón, sacó carretilla y rucio del atolladero, y los subió a la cuesta.

READ THE FOLLOWING NARRATIVE CAREFULLY. UNDERLINE ALL THE ADJECTIVES THAT YOU MAY FIND

A Redhead in Brooklyn

There was once a young man who lived in the middle of Manhattan. And this young man had two girl friends.

One girl, a beautiful redhead, lived in Brooklyn to the south of Manhattan. The other, a stunning blonde, lived in the Bronx to the north of Manhattan.

To visit the readhead in Brooklyn, the young man had to take a subway train. It was about an hour's ride south to the redhead's house in Brooklyn.

To visit the blonde, the young man had to take a subway north to the Bronx. That, too, was an hour's ride. There was a train once an hour to Brooklyn. And there was a train once an hour to the Bronx.

References:

Rosario M. Gutierrez Eskildsen, *Information Gramatical,60 Año de Primaria,* Editorial Herrero-S.A., Mexico, D.F.
William H. Hoors, Betty Boegehold, Seymour Reit, *A Redhead in Brooklyn*, Bank Street College of Education, MacMillan Publishing Co.

PARTS OF SPEECH I

Level:

Grades 7-12

Objective:

. The student will be able to identify all eight parts of speech and be able to apply them correctly in different activities.

Level of Communication:

Group

Procedure:

1. The teacher will pass out a handout sheet containing all eight parts of speech, their definition and examples.

2. Go over this with class orally and have students participate by answering questions.

3. ESL Repetition Drill.

TEACHER:	STUDENT
A noun is a person, place, or thing.	A noun is a person, place, or thing.
A pronoun takes the place of a noun.	A pronoun takes the place of a noun.

The above drill should be done with all eight parts of speech. It should be repeated as many times as necessary for mastery.

4. There are many activities that may be done with the parts of speech. However, the concentration here will be on nouns and verbs.

   a. Teacher should put on the chalkboard the two types of nouns (proper and common) and discuss these with class and give examples.

   b. Do the same thing with verbs (action and state of being).

   c. Teacher will then pass out an exercise on nouns and verbs to check students' understanding.

5. Suggestion:
Other activities that may be done will include the use of the newspaper. The teachers may pass out newspaper clippings to students and have them circle whatever part of speech they are studying at that particular time or teach the eight parts of speech in a newspaper clipping.

Materials:

Handout sheet containing parts of speech

Exercise on nouns and verbs

Newspaper

Evaluation:

Students will be evaluated by their work on the noun and verb exercise.

NOTE:

Place this on the chalkboard:

A noun names a person, place, or thing. There are 2 types of nouns: proper and common. A proper noun names a particular person, place, or thing. It always begins with a capital letter.

Example:

PROPER NOUNS	COMMON NOUNS
María	girl
José	boy
Reynosa	city
Félix	cat

Parts of Speech

Words, which are building blocks of language, are used in eight different ways. They have eight different names called *parts of speech*. You can discover two things about any word—how it is used and what it is called.

Parts of Speech	Use	Examples
1. Noun	Names person, place, or thing	Sally, farm, dog
2. Pronoun	takes the place of a noun	she, them, it
3. adjective	describes a noun or pronoun	beautiful, warm, Brazilian
4. verb	shows action or helps to make a statement	swims, sleeps, is, tastes
5. adverb	describes a verb, adjective, or other adverb	quickly, here, now
6. preposition	shows connection between a noun or pronoun and another word	near, with, among
7. conjunction	joins words	and, but, or
8. interjection	shows strong feeling	Oh! Aha! Wow!

Exercise on Common and Proper Nouns

Directions

Underline the Common Nouns in the following sentences. Capitalize the proper nouns.

1. linda martínez is the girl in the story.
2. ramón medina is a handsome indian.
3. linda and ramón were getting married in wilmington, california.
4. señor martínez is paying for the wedding.
5. The wedding reception was at the american legion hall.

Exercise on Verbs

Directions

Underline the verbs in the following sentence.

1. The Arras fell into Linda's hands.
2. Ramón and Linda danced together.
3. The couple ate cake and drank wine.
4. Ramón dated Linda in Guadalajara and California.
5. Linda sneaked to her aunt's house to see Ramón.

PARTS OF SPEECH—II

Level:

Grade 7-9

Objective:

The student will be able to select the correct parts of speech to form a complete sentence.

Level of Communication:

Individual, Group

Note:
This lesson can be used as the followup activity on the parts of speech.

Procedure:

1. The teacher will briefly review the parts of speech.

2. The teacher will color code the words representing the various parts of speech and write them on poster board strips. He will place them on the chalkboard under their categories.

3. The teacher will model the procedure for the student. Start with a 2-word sentence and expand.

   Example:

   Step 1. boy runs

   Step 2. The boy runs. (adj.)

   Step 3. The boy runs fast. (adv.)

   Step 4. Wow! The boy runs fast. (intj.)

4. ESL substitution drill: Use students' sentences and substitute different parts of speech.

Materials:

Eight different colors of construction paper strips or poster board cut into strips

Evaluation:

The sentence expansion activity.

NOUNS

Level:

Grades 7-10

Objectives:

After completing this lesson, the student will:

1. Identify nouns in paragraphs in Spanish and in English.
2. Distinguish between common and proper nouns.
3. List the common nouns in one column and the proper nouns in the second column.

Level of Communication:

Individual, Group

Procedure:

1. Read the paragraphs on page one. Use them as a pretest and have the students identify the nouns.
2. The teacher will give an oral definition of nouns, showing examples.
3. Students will do the written exercises.

Materials:

Handouts for individual instruction; the teacher will need a tape recorder and tape to record the lesson.

Evaluation:

The students will be evaluated by the written exercises.

Pre-test

Llegamos a la escuela, á la hora del recreo. Los niños corren, brincan, juegan; de repente, se oyen gritos: José, Antonio, Manuel, Félix, Jesús, Guillermo. ¿A quiénes se refieren? A personas, precisamente a los niños que están jugando, que asisten a la escuela y se juntan en la hora del recreo.

Cassie tried to keep her mind on the book she was reading. It was hopeless. The words just wouldn't make sense. How could she think about a stupid story when her own life seemed so mixedup? She sat up and slammed the open book on the bed.

She had heard Mort's car leave about twenty minutes ago. He and the rest of the gang had gone to the drive-in movies. And here she was — at Fisher's Inn!

Teacher's Explanation

El Sustantivo:

Toda palabra que sirve para señalar personas, animales, lugares, o cosas.

División del Sustantivo:

Todo sustantivo que se refiere a seres de los cuales existen, como niño, hormiga, mosca, se llama sustantivo común.

Todo sustantivo que se refiere a un sólo ser se llama propio y debe escribirse con mayúscula inicial.

The Noun:

A noun is a name of a person, place or thing. There are two types of nouns–Proper and Common. A proper noun names a particular person, place or thing. It always begins with a capital letter.

Ejercicio:

Lea bien el párrafo. Subraye los sustantivos; coloque en la primera columna los sustantivos comunes y en la segunda los sustantivos propios.

El licenciado don José Ignacio Dávila Garibi es un distinguido maestro nacido en Jalisco. Ha escrito muchísimos libros y habla correctamente el español y el nahuatl. Trabaja en diversas escuelas y en facultades que pertenecen a la Universidad Nacional de México.

Sustantivos comunes	Sustantivos propios
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Exercise:

Read the paragraph. Underline the nouns. List the common nouns in the first column and the proper nouns in the second column.

Ruth Jane was a large woman. She carried a large purse. It had everything in it but a hammer and nails. The purse had a long strap, and she wore it across her shoulder. She was walking home alone. It was dark, eleven o'clock.

Suddenly, a boy ran up behind her and tried to take her purse. The strap broke and the boy lost his balance. He landed flat on the sidewalk. His legs flew up. The large woman just turned around and kicked him right in the seat of his blue jeans. Then she reached down. She picked the boy up by his shirt front. And she shook him hard.

Common Nouns	Proper Nouns
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

STRESSED AND UNSTRESSED SYLLABLES

Level:

Grades 7-12

Objectives:

1. The student will be able to identify the stressed syllables in a given list of words.
2. The student will be able to correctly pronounce the words.

Level of Communication:

Individual, group

Activities:

1. As a pretest the teacher gives the student a list of 20 words which have been divided into syllables. While listening to the words being read aloud, the student will mark the stressed syllable in each word. The teacher collects the students' papers.
2. The teacher then gives the five general rules for word stress in English. The student repeats aloud the examples given for each rule.
    a. Two syllable words have the stress on the first syllable unless they begin with a prefix:

    sám ple　　bá con　　cát tle

    b. Words with a prefix are stressed on the stem syllable:

    ap próve　　al lów　　be fóre

    c. Words with a suffix are stressed on the first syllable:

    cáre less　　hárm ful　　néed y

    d. Words of three or more syllables that do not start with a prefix usually have the stress on the first syllable:

    pól i tics　　né ces sar y

    e. Words of three or more syllables with a prefix usually have the stress on the second syllable:

    re púb lic　　de tén tion

3. Use repetition drill illustrating the five rules.

Materials:

List of 20 words divided into syllables
Repetition drill

Evaluation:

The word list to be marked by the student a second time.

REPETITION DRILL

Rule A.

T: sís ter	S: sís ter
T: cóu sin	S: cóu sin
T: stá tion	S: stá tion
T: aír port	S: aír port
T: trá vel	S: trá vel
T: lán guage	S: lán guage
T: líquid	S: S: líquid

Rule B:

T: re súlt	S: re súlt
T: be gín	S: be gín
T: ex péct	S: ex péct
T: de cíde	S: de cíde
T: re wríte	S: re wríte
T: dis ówn	S: dis ówn
T: as sígn	S: as sígn

Rule C:

T: dráw ing	S: dráw ing
T: hélp ful	S: hélp ful
T: lóne ly	S; lóne ly
T: úse less	S: úse less
T: síng ing	S: síng ing
T: fríend ly	S: fríend ly
T: hánd ful	S: hánd ful
T: gráph ic	S; gráph ic

Rule D:

T: óf fi cer	S: óf fi cer
T: cáre ful ly	S: cáre ful ly
T: nég li gent	S: nég li gent
T: nó ti fy	S: nó ti fy
T: sýl la ble	S: sýl la ble
T: fól low ing	S: fól low ing
T: díc tion ar y	S: díc tion ar y
T: díf fi cult	S: díf fi cult

Rule E:

T: de tér mine	S: de tér mine
T: be fóre hand	S: be fóre hand
T: ac cép tance	S: ac cép tance
T: per mís sion	S: per mís sion
T: al lów a ble	S: al lów a ble
T: mis tá ken	S: mis tá ken
T: re wórd ing	S: re wórd ing
T: dis rúp tion	S: dis rúp tion

WORD LIST

Mark the stressed syllable in each word.

1. break fast
2. for get ful
3. yes ter day
4. in vi ta tion
5. re write
6. gram ma ti cal
7. or der ly
8. dis or der ly
9. hon est y
10. love ly
11. in de pen dence
12. re luc tant
13. in struc tion
14. prac ti cal ly
15. ad ver tise ment
16. hun gry
17. gov ern ment
18. un hap pi ly
19. ful fil ment
20. a gree ment

TECHNIQUES OF DESCRIPTION

Level:

Grades 7-9

Objective:

. The student will be able to identify four descriptive techniques in the reading passage.

Level of Communication:

Small or large group

Procedure:

1. The student reads aloud the reading passage.
2. The teacher leads a discussion to bring out the following patterns of description.
    a. adj + noun
    wide grin
    beautiful sunset

    or
    adv. + adj. + noun
    very wide grin
    breathtakingly beautiful sunset

    b. verb expressing action:
    Carlos was singing.

    c. comparison using *like* or *as:*
    kisses as sweet as wine
    teeth like an Aztec idol

    d. contrast:

laughter	sadness
good	evil

3. The student orally describes the protagonist Carlos Martínez.

Variations:

1. The student writes a description of someone in the class or another friend using the four techniques.

2. Simple Substitution Drill (oral)

T: The man with the wide grin
S: The man with the wide grin
T: sad eyes
S: The man with the sad eyes
T: gold teeth
S: The man with the gold teeth
T: husky voice
S: The man with the husky voice
T: balding head
S: The man with the balding head

T: Carlos and I were laughing.
S: Carlos and I were laughing.
T: talking
S: Carlos and I were talking.
T: drinking
S: Carlos and I were drinking.
T: crying
S: Carlos and I were crying.
T: coughing
S: Carlos and I were coughing.

Evaluation:

Given the reading text, the student underlines the descriptive words or phrases and identifies the techniques they represent.

Materials:

The reading text "Este Dolor Tan Grande" by Memo Sarate

ESTE DOLOR TAN GRANDE

Memo Sarate

Juarez lies across the Río Grande from El Paso. The sidewalks of Juarez pulsate and quiver with the rhythms of a thousand desires. The air is alive, like sizzling enchiladas smothered in juicy, bubbling cheese, too delicious for the eye to refuse, and too heavy for the stomach to digest.

I don't know how I got to Juarez. Sometime, somewhere in Louisiana I got on a train. That's when I met Carlos Martinez in the club car. Carlos Martinez got his medical degree from the University of Guadalajara, working his way through school as a bellhop in El Paso. He had a wide grin and gleaming gold teeth like an Aztec idol. He laughed and smiled a lot, but underneath there was a quiet sadness; maybe the sadness of Montezuma when he saw his warriors slaughtered, or maybe the sadness of a vanquished Cortez weeping beneath the Tree of Sorrow. It was the sadness of a man with a deeply rooted secret.

In the club car, over glasses of whisky, we talked about Dostoyevsky. He was afraid to cross the United States border with his Dostoyevsky novels. The Border Patrol might think he was a communist. So he left his Dostoyevsky books in Mexico. Now he was trying to pass the Texas Medical Examination, because Texas didn't accept degrees from Mexico.

Carlos had operated on and saved the life of the elderly, black club car porter who was now waiting on us. The porter loved Carlos. It was evident in his eyes. When the porter closed the club car according to law, he allowed Carlos and me to remain; drinking whisky, talking, and laughing, only because he loved Carlos Martinez, the Mexican doctor with the gold teeth who laughed a lot, but who was very sad, a man with a secret he could tell no one.

Source:

Yearnings edited by Albert C. Chavez, Pendulum Press, Inc., West Haven, Conn., 1972.

Comparison of Adjectives

Level:

Grades 7-9

Objectives:

The student will respond to oral drill with the appropriate comparative and superlative forms of the cued adjectives.

After relating structural clues to the comparative and superlative forms, the student will write the indicated form in an exercise prepared by the teacher

The student will relate the material practiced in a dramatization which incorporates those structures.

Level of Communication:

Individual, Group

Procedure

1. Students will be asked to *respond to visual stimuli* eliciting *oral repetition* of the forms. The drawing attached here might be used to make transparencies to be used on an overhead projector. Posterboard drawings will be effective also. Depending on the level of the group, additional drawings might be needed for vocabulary expansion. The following is a sample list:

small	smaller	smallest
few	fewer	fewest
little	littler	littlest
tall	taller	tallest
high	higher	highest
warm	warmer	warmest
cold	colder	coldest
red	redder	reddest
old	older	oldest
young	younger	youngest
funny	funnier	funniest
sad	sadder	saddest
easy	easier	easiest
sharp	sharper	sharpest
good	better	best
bad	worse	worst
difficult	more difficult	most difficult
beautiful	more beautiful	most beautiful

Possible oral drills:

(Repetition)

Teacher: This man is tall.
Students: (Repeat)
Teacher: This man is taller.
Students: (Repeat)
Teacher: This man is the tallest of all.
Students: (Repeat), etc.

(Substitution)

Teacher: It is the tallest of all.
Students: It is the tallest of all.
Teacher: highest
Students: It is the highest of all.
Teacher: best, easiest, the most beautiful, etc.
Teacher: This book is smaller than that one.
Students: This book is smaller than that one.
Teacher: house
Students: This house is smaller than that one.
Teacher: more beautiful
Students: This house is more beautiful than that one.
Teacher: His
Students: His house is more beautiful than that one, etc.

(Transformation) Group and individual response.

Teacher: This book is small.
This book is smaller than that one.
This book is the smallest of all.
(Students repeat model as a group)

Teacher: This problem is difficult.

Student: This problem is more difficult than that one.

This problem is the most difficult of all. (etc.)

Personalize the drills: These structures might be drilled orally using comparative and superlative forms. This might be achieved through direct questioning (teacher to student) or indirect questioning (teacher requests that one student ask another student a specific question.)

Is this work easier than yesterday's work?

Who is the tallest boy in class?

Is Raul older than Porfirio?

Which is the most interesting poster?

Who has the reddest face?

Is this car smaller than that one?

(Indirect Questioning)

Maria, ask Paula if Juan is taller than Mario. etc.

Assign names or numbers to the items on transparencies. Elicit the comparatives, emphasizing the structures *-er than* and *-est of all.*

Teacher: Which man is older, Samuel or Jose?

Student: Samuel is older than Jose.

Teacher: Which child is the youngest, Pepe, Zeke, or Michael?

Student: Michael is the youngest of all. etc.

2. Students will be asked to *write* in the appropriate forms of the comparative and superlative in an exercise similar to the following:

1. Juan is ____________________ than Maria.
2. Irene is the ____________________ of all.
3. Today is ____________________ than yesterday.
4. This pie is ____________________ but Mother's is ____________________.
5. Jose is very ____________________.
6. William is ____________________, but Jaimé is ____________________.

(The form required is designated, but the students have a choice of vocabulary.)

3. Oral Activity – *Dramatization* incorporating the comparative and superlative forms of adjectives. Depending upon the students' facility with oral English, the skit (included here) can be read silently for reinforcement of the material being studied; it can be read by the teacher and repeated by the students as a group; it can be assigned in parts to be read aloud by the students taking the roles; or it can be memorized for presentation by a small group.

If translation is required, some of the more technical terms are listed here:

crew - cuadrilla
to saw - serrar
foreman - jefe, capataz
slowest - lo más lento
nails - clavos
board - tabla
steel - acero
sharp - agudo, afilado
clumsy - torpe, chabacano
shrug - encogerse de hombros

to hammer - martillar
saw - sierra
wipe (the forehead) - secar
wheelbarrow - carretilla
scaffold - andamio para sostener a los obreros o los materiales
not even - ni siquiera
bet - apostar
brother-in-law - cuñado

The structures can be emphasized in general questions about the skit:

Who is the *laziest* of all?

Why does Larry need a *longer* nail?

Whose job is *harder*?

Is the building *taller* than the Empire State Building?

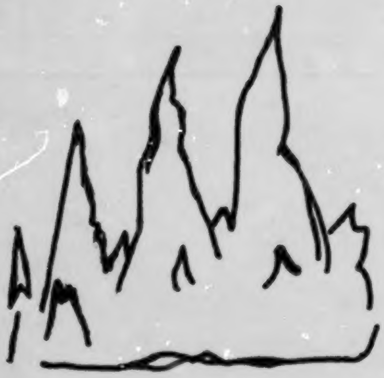
etc.

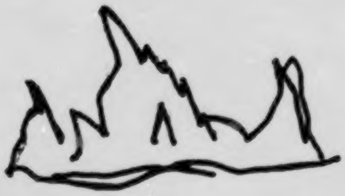
Materials:

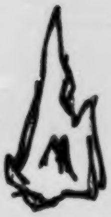
Transparencies with appropriate drawings
Overhead projector
"Construction Crew." (Skits in *English as a Second Language*, Mary Elizabeth Hines, Regents Pub. Co.)
Simple sets for the skits

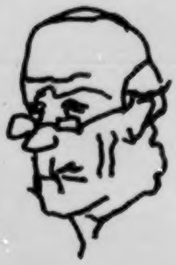
Evaluation:

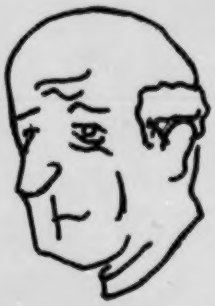
Included in the oral responses and written activities

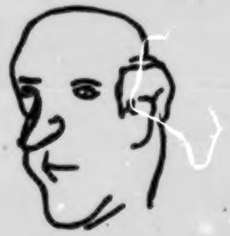


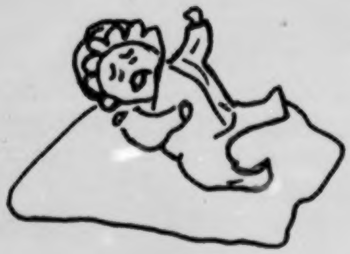


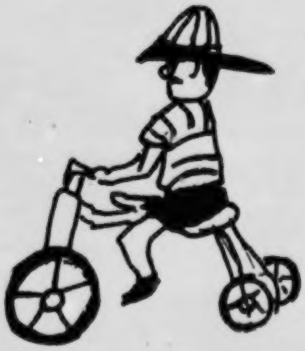


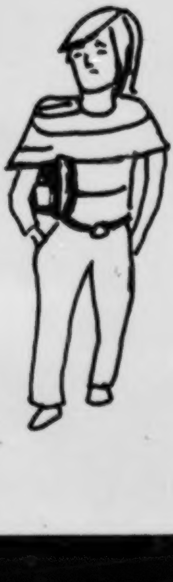


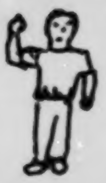
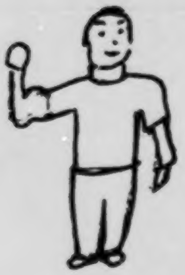
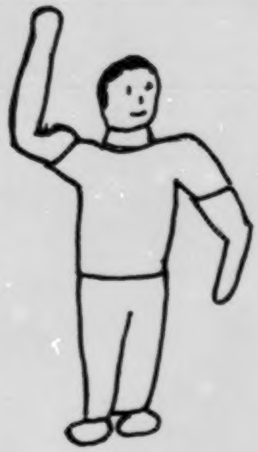
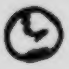
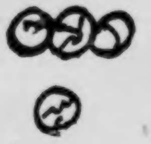
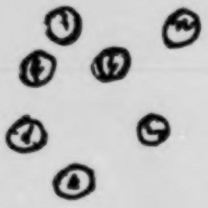
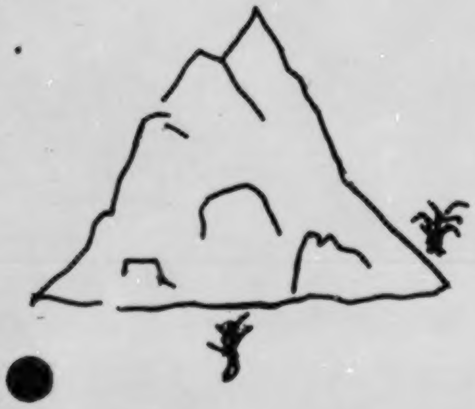
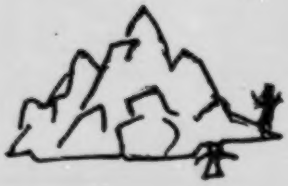
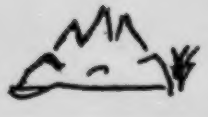


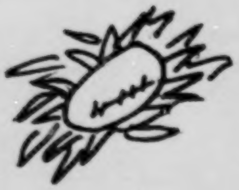


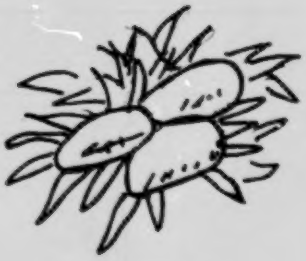


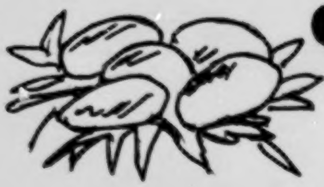


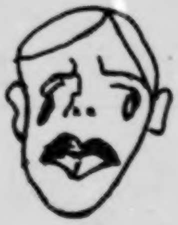


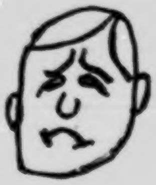










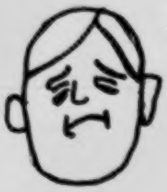


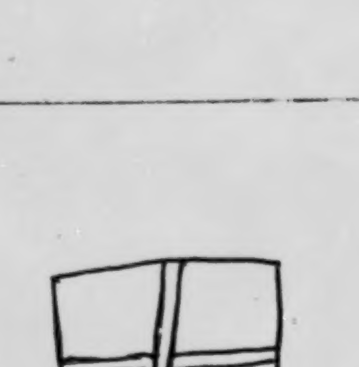


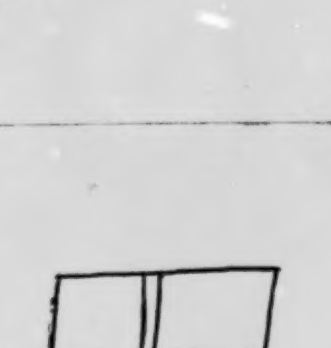


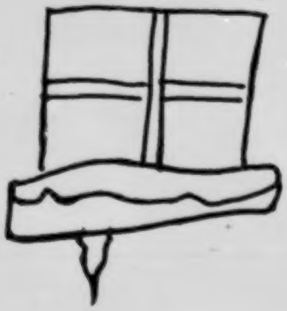












CONSTRUCTION CREW

(Comparatives in -er/, Superlatives in -est)

(A construction crew is building a skyscraper in New York City. Mack and Sam are laying bricks. Larry is hammering. Stan is sawing wood. Jim is the foreman.)

Mack: Boy, it's *hot* today.

Sam: Yeah, but yesterday was *hotter*.

Mack: Wednesday was the *hottest* day this week. (He wipes his brow.)

Sam: Don't talk about it ... Where's the cement? Com'on, Mack. Where's the cement? Mack, you are the *slowest, laziest* man on the job!

Mack: (from below) Coming! (He arrives on a moving scaffold. He is pushing a wheelbarrow with cement.

Sam: What were you doing?

Mack: Resting.

Sam: Resting?

Mack: My job's *harder* than yours.

Sam: What?!

Mack: Well, cement is *heavy*. It's *heavier* than bricks. (Sam shakes his head.)

Larry: Mack, I need nails.

Mack: Here. (He reaches into his pocket and hands Larry a nail.)

Larry: (sigh) I need a *longer* nail. This is *shorter* than the boards. And I need more than one.

Mack: O.K. After I rest. (He sits on a pile of bricks and looks at the steel girders.) Boy, this building is *tall*!

Stan: Yeah.

Mack: It's *taller* than the Empire State Building.

Larry: It's not *taller* than the Empire State Building.

Mack: And the Empire State Building isn't even the *tallest* building in the world!

Mack: But it looks *taller* than the Empire State Building.

Larry: It's *not taller* than the Empire State Building ... Where are my nails? (Mack takes out an apple and a knife.)

Mack: (to Stan) That saw looks *sharp*.

Stan: It is *sharp*.

Mack: My knife is *sharp*.

Stan: Good.

Mack: I bet my knife is *sharper* than your saw! Look! (He cuts the apple.)

Stan: Who cares!

Mack: Is the board *heavy*? (He sits on the end of the board Stan is cutting. It swings up and hits Stan on the chin.)

Stan: OW!

Larry: You fool! (He throws down his hammer.)

Sam: Get out of here!

Jim: What's going on here?

Mack: This fool is the *laziest, clumsiest* worker on the job!

Stan: He's the *laziest, clumsiest* worker in the world!

Larry: Who is he anyway?

Jim: My brother-in-law. What can I do? (He shrugs.)

* * *

Insert the words that are missing in these sentences from the skit:

1. Wednesday ________ ________ hottest ________ ________ week.
2. Mack, you ________ ________ slowest, laziest ________ on ________ job.
3. My job's ________ ________ yours.
4. It's ________ ________ bricks.
5. This is ________ ________ the boards.
6. It's ________ ________ ________ Empire State Building.
7. It's ________ ________ ________ the Empire State Building.
8. Is ________ board ________?
9. What's ________ ________ here?
10. He's ________ laziest, ________ worker ________ ________ world.

Writing a Recipe

(Language Arts Activity [Process Writing]. This presentation is a possible complement to the unit on Grocery Shopping in the Math Section).

Level:

Grades 7-9

Objective:

After having learned or reviewed some of the terminology of cooking, the student will write out a process in a recipe of his own.

Procedure:

1. Review the list of vocabulary related to cooking. (See the attached hand-out). Spanish translation may be necessary, but many of the terms can be defined through motion incorporated into the oral drill.

2. Drill with gestures (repetition and substitution drills).

Examples of Possible Drills:

TEACHER: I STIR THE BATTER (motion).

STUDENT: I stir the batter (students repeat motion).

TEACHER: WHIP (motion)

STUDENT: I whip the batter.

TEACHER: BEAT

STUDENT: I beat the batter.

TEACHER: MIX

STUDENT: I mix the batter; etc.

TEACHER: I FRY THE MEAT.

STUDENT: I fry the meat.

TEACHER: HE FRIES THE MEAT.

STUDENT: He fries the meat.

TEACHER: I BOIL THE MEAT.

STUDENT: He boils the meat, etc.

TEACHER: SHALL I SHRED THE LETTUCE?

STUDENT: Shall I shred the lettuce?

TEACHER: CHOP

STUDENT: Shall I chop the lettuce?

(add, serve, etc.)

3. Review prepositions which will be useful in writing the process paper:

to
with
for

in
into
on

before
after

4. Review the command form in English. Recipes are usually written incorporating the command form and deleting the subject pronouns; i, e,

(you) mix the flour
(you) brown the meat

5. Students will learn or review the format of a recipe (an example is in the hand-out included here). Students will be made aware of the necessity of sequence in writing a process.

Evaluation:

Students will write recipes on their own. They will duplicate a recipe they are familiar with or they will create an entirely new one. If this assignment is done in conjunction with the supermarket activity in the Math section, students can use the items in those ads as the ingredients for their recipes.

The True Test:

Students can try out the recipes at home.

WRITING RECIPES

Vocabulary

recipe - receta, récipe
mix - mezclar
blend - mezclar
shred - picar
add - añadir
chop - picar
stir - menear
whip - batir
pour - vaciar, poner agregar

brown - dorar
sprinkle - rociar
bake - hornear
fry - freir, sancochar
boil - hervir
roll - allanar con rodillo, extender
ingredients - ingredientes
cook - cocinar

Sample Recipe

Flour Tortillas

Ingredients:

4 cups of flour
¾ cup hot water - add more if needed
1 tsp. salt
1 cup shortening

Mix flour, salt, and shortening. Add hot water a little at a time. Mix until firm. Let stand. Make testales (rounds). Roll out with rolling pin. Cook on hot griddle with low flame. Serve with the meal or add butter.

Write a recipe of your own. List the ingredients and write how to make the dish.

Logical Sequence -- Process Paper
(Cross reference with mathematics)

Level:

Grades 7-9

Objectives:

1. The student will be able to *recognize and list* a logical sequence (of pictures).
2. The student will be able to *recombine sentences* using transitional words and phrases.
3. The student will be able to *rewrite* a process paragraph, reordering a mixed sequence.
4. The student will be able to *write* a process paper, using correct sequence and transitional phrases.

Level of Communication:

Large group, individual.

Procedure:

1. Students will place the pictures (see the cartoons attached or use similar pictures depicting several steps in logical sequence) in proper sequence.

   The correct sequences are:

   A.: 2,1
   B.: 1, 3, 2
   C.: 3, 2, 1
   D.: 1, 3, 2

2. Students will draw a cartoon strip depicting a sequence of actions. (These can be copied onto transparencies -- out of order -- for a continuation of the activity above.)

3. Students will drill orally transitional words and phrases. (The teacher will model the pronunciation. Students will repeat).

   after
   afterwards
   then
   following
   prior to
   later
   as a result

   before
   beforehand
   first
   second, etc.
   meanwhile
   at the same time
   last

   next
   when
   since
   while
   during
   finally
   consequently

   (Depending upon the level of the students, they may look up the transitional words in an English-Spanish dictionary, or the translations may be prepared on a hand-out sheet)

4. Recombine (Oral Activity):

   Maria addressed the envelopes.
   Maria mailed the invitations.

Maria addressed the envelopes; *then* she mailed them.

The students memorized their lines.
The students learned their places on stage.

After the students had memorized their lines, they learned their places on stage.

Inflate the bicycle tire.
Submerge in water to find the hole.

First, you inflate the bicycle tire. *Next*, you submerge the tire in water to find the hole.

(Pictures or posters will help to clarify meaning in this activity.)

Continue recombining until all transitional words and phrases are reviewed. This exercise is also applicable as a written assignment.

5. On a transparency or as a handout, the student will unscramble the process ("how to") paragraph which follows:

   Clean the area around the hole with gasoline or solvent. Use a bike wrench or pliers to remove the nut and bolt. Place the patch over the hole and press. Then, remove the tire from the wheel. Then, place a match stem in the hole and deflate the tube. First, gather a pair of pliers and a cold-patching kit. Finally, replace the tire on the wheel. Second, take the wheel off the frame. Before reassembling, inflate the tube to see if the patch is holding. Next, select the proper sized patch and remove the cloth protector. Locate the puncture by submerging the tube in the water. After that, inflate the tube. Spread special glue around the hole. Afterwards, scratch the area with the special scratcher.

   Proper Sequence

   First, gather a pair of pliers and a cold-patching kit. Second, take the wheel off the frame. (Use a bike wrench or pliers to remove the nut and bolt.) Then, remove the tire from the wheel. After that, inflate the tube. Locate the puncture by submerging the tube in the water. Then, place a match stem in the hole and deflate the tube. Clean the area around the hole with gasoline or solvent. Afterwards, scratch the area with the special scratcher. Spread special glue around the hole. Next, select the proper sized patch and remove cloth protector. Place the patch over the hole and press. Before reassembling, inflate the tube to see if the patch is holding. Finally, replace the tire on the wheel.

6. Students will compose process paragraphs, concentrating upon logical sequence and clarity. Suggested topics (Some students will have hobbies or special skills they will wish to write about):

   How to prepare for a play
   How to choose a university
   How to knit (macramé, make bead jewelry)
   How to invite a guest speaker
   How to make a bookshelf
   How to plan a trip (bicycle, back-packing)
   How to plan a party
   How to prepare *carne asada* (or any recipe)
   How to apply eye make-up

7. Alternative activity: While the students listen to a tape of a story, they will look at drawings depicting each step in the development (or sequence). Individual: the student will retell the story using the pictures as clues.

8. Variation: Students will listen to the tape. Afterwards, they will unscramble the set of pictures to follow the sequence of the story.

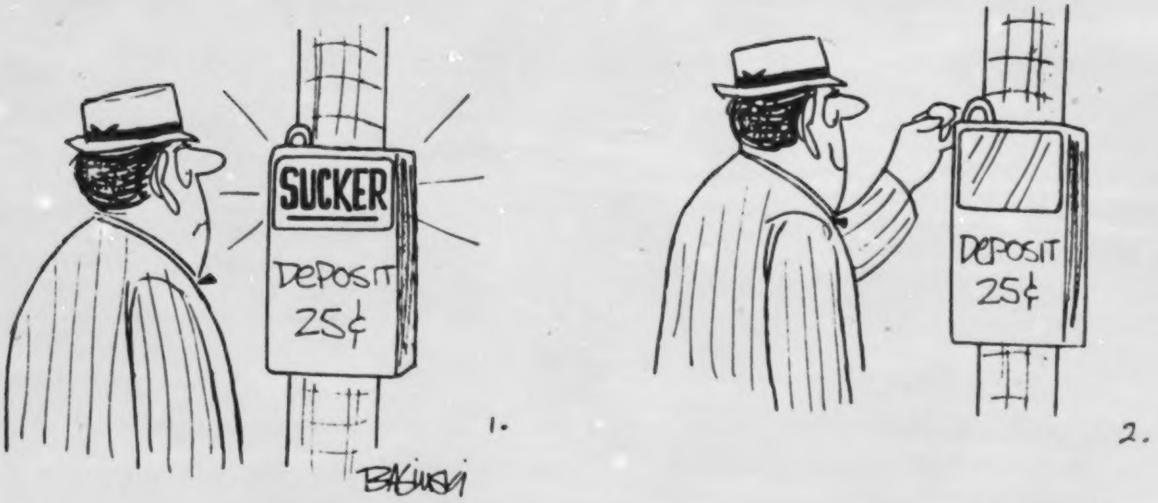
Materials:

Pictures, posters (representing processes and sequence)
Drawings illustrating the sequence of a story
Tape recordings of a story

Evaluation:

Evaluation measures are included in the activities above.

A.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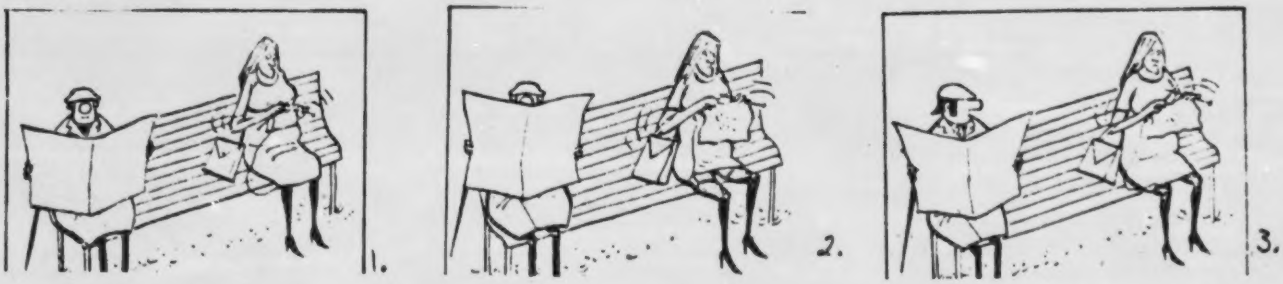
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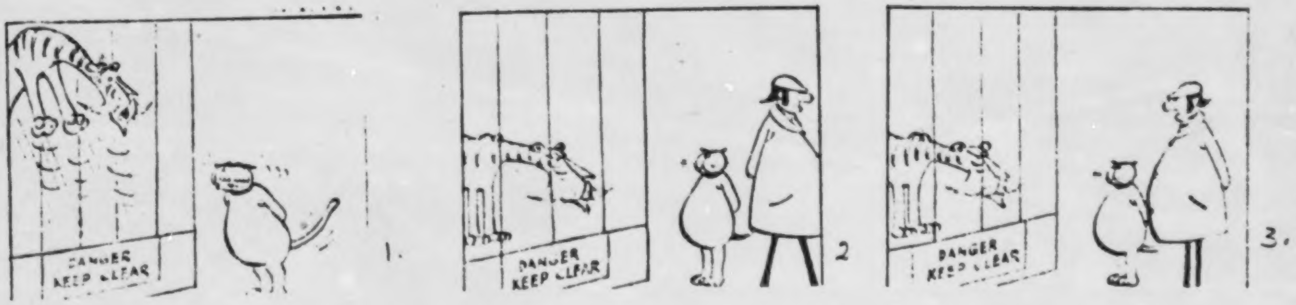
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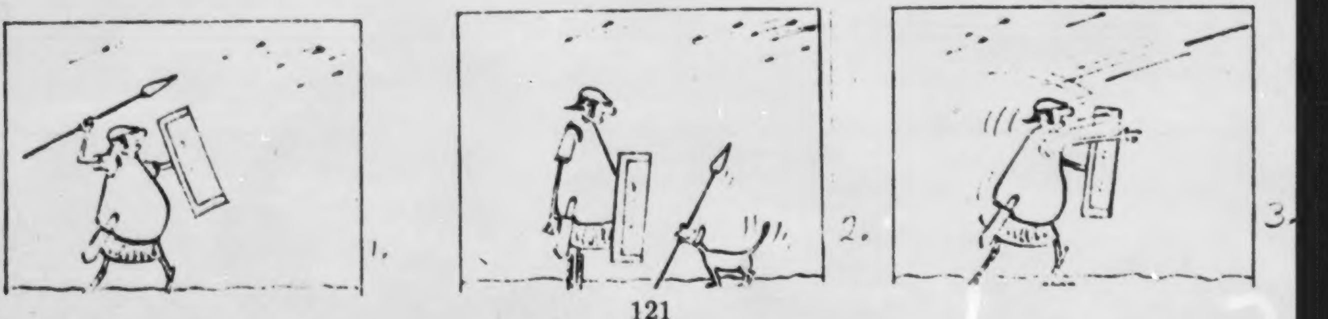
1.
2.
3.

El Acento

Level:

Grades 7-12

Objective:

Al terminar esta lección, el estudiante podrá:

1. Reconocer la diferencia entre el acento ortográfico (escrito) y el acento natural (tónico).
2. Emplear el acento ortográfico.
3. Emplear el acento natural oralmente.

Level of Communication:

Individual or group

Procedure:

El profesor presenta un cartel con una selección de palabras (de 20-25) para que el estudiante subraye la sílaba que es pronunciada con mayor fuerza en cada palabra. Al terminar esta tarea, se corrige el trabajo oralmente.

El profesor presenta las reglas básicas sobre el acento natural, empleando bastantes ejemplos. Se puede incluir las palabras del pre-examen.

Se le da al estudiante la selección sobre "La Intervención Francés y el Triunfo de la República" para que siguen las instrucciones dadas.

Material:

Las reglas escritas en cartel para que estén accesibles al estudiante. Grabadora, cinta. Copias de la selección.

Evaluation:

La selección de "La Intervención Francesa y el Triunfo de la República" para que el estudiante emplee el acento ortográfico donde sea necesario según las reglas.

Source: Garcia, Alfredo Huertas, *Ortografia metódica de la lengua española*, Editorial Porrua, S. A., Mexico, 1965.

Escriba una X sobre la sílaba que es pronunciada con mayor fuerza:

laurel
ultima
papel
cafe
desesperacion
suave
coñac
balcon

martes
señor
palabras
examen
album
valvula
periodico
escuela

despues
caracter
corazon
estacion
falcon
azucar
brisa
pais

Corrected form:

laurel
última
papel
café
desesperación
suave
coñac
balcón

martes
señor
palabras
examen
álbum
válvula
periódico
escuela

después
caracter
corazón
estación
falcón
azúcar
brisa
país

Post-Test

LEE LA SIGUIENTE SELECCIÓN Y EMPLEA EL ACENTO ORTOGRÁFICO DONDE SEA NECESARIO. (This copy includes the accents. Copies distributed to students should be typed without accents.)

LA INTERVENCIÓN FRANCESA Y EL TRIUNFO DE LA REPÚBLICA

Con motivo de las luchas civiles internas de Mexico, de la suspensión provisional del pago de la deuda extranjera, de la Guerra de Secesión de los Estados Unidos y de las ambiciones expansionistas de Napoleon III, los conservadores mexicanos aprovecharon la situación para promover una intervención armada contra el gobierno de Juarez. Inglaterra, Francia y España firmaron el Convenio sobre bases puramente económicas; pero al advertir las intenciones imperialistas de Francia, se retiraron Inglaterra y España no sin antes aceptar en el Convenio de La Soledad reconocer a Juarez. Destacó por su rectitud el general Prim, representante de España. Saligny y Lorencez, representantes de Napoleon III de Francia, faltando a su palabra, rompieron las hostilidades contra México, audados por el traidor Juan N. Almonte y los conservadores Taboada, Marquez, Herran y Mejía. Juarez, con firmeza y decisión, lanzó un manifiesto aceptando el reto en nombre de la justicia y el buen derecho. Hubo escaramuzas, y en Puebla, en los Cerros de Loreto y Guadalupe, el general Zaragoza se parapetó para esperar a los franceses y se desarolló una tremenda batalla en que las armas mexicanas se cubrieron de gloria, el 5 de mayo de 1862. En 1863 los franceses ocuparon la ciudad de México, donde se instaló el Imperio Mexicano por el archiduque Maximiliano de Habsburgo al frente. Entre tanto, los liberales, con Juarez a la cabeza, se hicieron fuertes en el Norte. El general Porfirio Diaz derrotó a los franceses en Oaxaca. Maximiliano de Austria se indispusó pronto contra los conservadores, pues él era realmente liberal. Estas dificultades se fueron acentuando poco a poco. Por otra parte, Napoleon III en Francia se veía en graves aprietos que le obligaron a retirar sus tropas de Mexico. Maximiliano quedó casi solo; los liberales empezaron a obtener triunfos cada vez mas señalados y a recuperar ciudades hasta que fue hecho prisionero el emperador y fusilado junto con los generales Miramon y Mejía, en el Cerro de Las Campanas, el 19 de julio de 1867.

Homonyms—Homónimos

Level:

Grades 7 - 9

Objectives:

The student will be able to recite and write the definition of a *homonym.*

The student will write the definitions of homonym pairs, using an English-Spanish dictionary.

The student will be able to choose the appropriate word from homonym pairs to complete utterances containing clues.

Level of Communication:

Large group and individual

Procedure:

1. Oral drill — definition. The teacher will model the definition of homonyms. Students will repeat. Backward buildup:

   Teacher: Homonyms are words which sound the same but are spelled differently. (Show one example on the chalkboard.)

   Students: (Listen only.)

   Teacher: spelled differently.

   Students: Repeat

   Teacher: but are spelled differently.

   Students: Repeat.

   Teacher: sound the same but are spelled differently.

   Students: Repeat. (Continue until students have mastered the entire utterance.)

2. Students will refer to a chart or a duplicated handout of a list of homonyms in English. Some examples:

   their—there
   weight—wait
   threw—through
   knew—new
   knight—night
   know—no
   cell—sell
   cellar—seller
   cent—scent
   scene—seen
   forth—fourth
   die—dye

waist—waste
way—weigh
weak—week
wood—would
sail—sale
sees—seize
berth—birth
heal—heel
flour—flower
road—rode
right—write
red—read

Students will repeat short sentences which reveal the contrast in meaning between the words in a homonym pair or cluster: (Line drawings on poster boards, transparencies, or slides might be used as the drill progresses to show visually the differences in meaning.)

Repetition:

Teacher: It's their ball.

Students: It's their ball.

Teacher: The ball is there.

Students: The ball is there.

The repetition can continue, with visual representation where possible, with statements similar to these:

The wine is in the cellar.
He is a wine seller.

I knew the girl.
She is a new girl.

What is the number of your berth?
What is the date of your birth?

That is the right word.
Write the word.

The book is red.
I read the book.

That wound will heal.
He has a wound on his heel.

I like that scene.
I have seen the play, etc.

3. If necessary, students will use English-Spanish dictionaries to write a list of translations of the homonyms.

4. Students will fill in the blanks in the following exercise with the appropriate member of the homonym pair.

A.	knight night	He was a famous (__________). He rode at (______________) through the forest.
B.	wood would	(______) you chop some (__________).
C.	no know	(______), I don't (________) his name.
D.	sail sale	There was a (________) on (________) s for boats.
E.	scene seen	I've (________) that (______) before.
F.	flour flower	We made (________)s from dough made of wheat (________).
G.	threw through	He (________) the ball (________) the window.
H.	weak week	Last (_________), John was very (________) with a cold.
I.	road rode	We (_________) all night down the mountain (________).
J.	weight wait	I can't (________) to see if I've lost any (_______).

5. Supplementary exercises might include these:

Students will write sentences using at least five of the pairs of homonyms listed above.

Students will write a short narrative using at least five of the pairs of homonyms listed above.

Materials:

A chart of homonyms, duplicated lists of homonyms, Spanish–English dictionaries, posters or transparencies with line drawings representing the list of homonyms.

Evaluation:

Evaluation measures are included in the material above.

Types of Sentences (Bilingual)

Level:

Grades 7 - 12

Objective:

The student will be able to define a sentence and identify the four types.

Level of Communication:

Group

Procedure:

1. The teacher passes out a handout sheet containing the definition of a sentence and the four types, with examples.

2. The teacher goes over the handout sheet, with students participating orally.

3. ESL: repetition drill (using backward buildup). The teacher can use the four types of sentences in this drill. In this example a declarative sentence is used.

   Teacher: The football game has been cancelled.
   Student: (Listen only.)

   Teacher: cancelled
   Student: cancelled

   Teacher: been cancelled
   Student: been cancelled

   Teacher: has been cancelled
   Student: has been cancelled

   Teacher: game has been cancelled
   Student: game has been cancelled

   Teacher: football game has been cancelled
   Student: football game has been cancelled

   Teacher: The football game has been cancelled.
   Student: The football game has been cancelled.

4. When the teacher feels that the students have mastered the concept of the sentence and its four types, she will pass out the sentence exercise. The sentence exercise contains 10 sentences. The teacher will read each sentence twice. Students will place a *D* (in the blank) if the sentence is declarative; an *IM* if it is imperative, an *I* if it is interrogative, and an *E* if it is exclamatory.

Materials:

Handout sheet containing definition of sentence; 4 types of sentences with examples.
Sentence Exercise
Tape recorder and tape of Spanish version

Evaluation:

Students will be evaluated by the Sentence Exercise.

The Sentence

Definition. A sentence is a group of words expressing a completed thought.

Kinds of Sentences: There are four kinds of sentences—

A *declarative* sentence makes a statement. It is followed by a period.

Example:

I have a secret to tell you.

An *imperative* sentence gives a command or makes a request. It is followed by a period.

Example:

Please close both doors.

An *interrogative* sentence asks a question. It is followed by a question mark.

Example:

What time is it?

An *exclamatory* sentence expresses strong feeling. It is always followed by an exclamation point.

Example:

There's no school today!

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Exercise: In the blank, place a *D* if the sentence is declarative, an *IM* if it is imperative, an *I* if it is interrogative, and an *E* if it is exclamatory.

_______ 1. A sudden fire leveled the box factory.

_______ 2. Has anyone seen my black notebook?

_______ 3. Finish your homework before you watch television.

_______ 4. Please shut the door.

_______ 5. Call the fire department!

_______ 6. May I go to the movies this afternoon?

_______ 7. Our school has won the championship!

_______ 8. A bolt of lightning split the oak tree.

_______ 9. Where have you left your geography book?

_______ 10. December is often a very cold month.

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LA ORACIÓN

La oración es un conjunto de palabras que expresan un pensamiento completo. Hay cuatro clases de oraciones:

La oración declarativa -- da un dato, declaración o información. Se termina con punto.

Ejemplo:

Houston es una ciudad bastante grande.

La oración imperativa – da un mandato o una orden. Se termina con un punto.

Ejemplo:

Cierre la puerta, por favor.

La oración interrogativa – hace una pregunta. En español, se emplea principio de interrogación (¿) y fin de interrogación (?). En inglés solo se emplea el fin de interrogación.

Ejemplo:

¿Qué hora es? (gramática española)
¿What time is it? (gramática inglesa)

La oración exclamativa – expresa un fuerte sentimiento o emoción. En español se emplea el principio de exclamacion (¡) y fin de exclamación (!).

Ejemplo:

¡ Qué emocionante es el circo!

LA ORACIÓN

En el blanco de cada oración indique la clase de oración haciendo lo siguiente. Escriba *D* si la oración es declarativa; *IM* si la oración es imperativa; *I* si la oración es interrogativa; *E* si la oración es exclamativa. Emplee los distintos signos de puntuación en los lugares apropriados.

(The copy here includes the needed punctuation. Copies distributed to the students should not include punctuation.)

________ 1. Diciembre es un mes sumamente frío.

________ 2. Nombre cinco países centroamericanos.

________ 3. ¿Cuántos estados tiene Mexico?

________ 4. ¡Qué enorme es el rinoceronte!

________ 5. ¿Cuál película están exhibiendo en el Cine Alameda?

________ 6. Los Estados Unidos, Canadá y México son países de Norte América.

________ 7. ¡Qué susto me dio el tren!

________ 8. Patricia, pase al frente de la clase.

________ 9. ¡Fantástico! Hemos ganado el campeonato.

________ 10. Tengo grandes deseos de viajar al Lejano Oriente.

Sentence Construction

Level:

Grades 7 - 8

Objectives:

1. The student will be able to construct sentences using the five components *who*, *what happened*, *how*, *when*, and *where*.
2. The student will be able to identify words which answer the above components.
3. The student will be able to construct interrogative sentences using the above components.

Level of Communication:

Group

Procedure:

1. The teacher places the slips of paper with *who*, *what happened*, *how*, *when* and *where*, on the chalkboard using either scotch tape or a peg board.
2. The teacher places the other slips face down on his desk.
3. Each student draws one slip from each category, places the slips under the appropriate word on the board, and reads aloud the sentence he has constructed.
4. After all students have drawn a sentence, the teacher asks some students to make up new sentences from the words already on the board.

Materials:

See attached sheet for examples. Cut out the words in each category either using five different colored pens or five different colors of construction paper.

Variations

To make this activity a game, place the slips of paper in five paper bags.

WHO

Ana María
Lee Treviño
Danny Osmond
Joe Namath
Pres. Nixon
Roberto
Mrs. Brown
My uncle
My girlfriend
The teacher
The grandmother
Ramón
Linda

WHAT HAPPENED

got locked in the bathroom
lost all of his/her money
fell in a puddle of dirty water
slipped on a banana peel
dropped a hammer on his/her toe
was bitten by a dog
was kidnapped
wrecked the new car
broke both legs
had a terrible fight
ate fifteen enchiladas
streaked
held his/her breath until he/she turned purple

HOW Ana María

reluctantly
hungrily
rapidly
willingly
slowly
eagerly
sleepily
clumsily
quickly
forgetfully
enthusiastically

WHEN

last year
yesterday
last Monday
in the morning
often
at midnight
always
never
in the afternoon
at 3:30
last week

WHERE

outside in the yard
in a restaurant
in the kitchen
at school
at home
in the park
on Main Street
at Foley's
at the beach
in San Antonio

Sentence Variety

Level:

Grades 7 - 9

Objective:

The student will be able to compose a complex or compound sentence from a series of simple sentences.

Level of Communication:

Individual or group

Procedure:

(Note: For students with limited English, the presentation should first be done orally.)

1. The teacher will present a series of short sentences:

   Lupe has a new coat.
   Lupe's coat is green.
   Lupe's mother bought it for her.

   The teacher will model the recombination process:

   Lupe has a new green coat that her mother bought for her.
   Lupe's mother bought her a new green coat.

2. The teacher asks individual students to repeat each short sentence and then combine them into a longer sentence. (The conjunction "and" should be avoided.)

   I have a bicycle.
   My bicycle is painted green and white.
   My uncle gave it to me.

   (My uncle gave me a green and white bicycle. I have a green and white bicycle which my uncle gave me.)

   Carlos has a dog.
   It is a collie.
   It is a friendly dog.

(Carlos has a friendly collie dog.
Carlos' dog is a friendly collie.
Carlos has a dog which is a friendly collie.)

3. The student will do the exercise on combining sentences.

Variations:

1. The student can do a similar exercise, orally as well as written, on combining short sentences into sentences with compound subject and compound predicates.

   Ramon asked about you today. David also inquired. Then Juan asked.
   (Ramon, David, and Juan asked about you today.)

   After supper I read the paper.
   Then I watched television.
   Then I did my English homework.
   (After supper I read the paper, watched television, and did my English homework.)

2. The student can cut out a picture from the newspaper, write two to four short sentences describing the picture, and then combine them into one complex or compound sentence.

3. The teacher gives the student simple sentences from which words have been left out and in which students are to substitute other words; e.g.

   The ______________________ ran into the street. (boy, girl, man, teacher, policemen, cat, dog, and other nouns).

Combining Sentences

Rewrite the following sentences to make one long sentence. DO NOT join the sentences with "and".

1. Hernán Cortes was a Spaniard.
He sailed to Mexico.
He was searching for gold.

____

____

2. Chocolate is a product of the New World.
The Spaniards took chocolate back to Spain.

____

____

3. Mandarin is a language.
Mandarin is spoken by more people in the world than any other language.

____

____

4. Fred Hofheinz is young.
He is the mayor of Houston.
He was elected in November 1973.

____

____

5. Mexico is a large country.
Mexico is rich in natural resources.

____

____

6. Caesar Chavez is famous.
Caesar Chavez is a Mexican American.

____

____

7. The vaquero is a Mexican.
The vaquero is a cowboy.
His job is to take care of cattle on the rancho.

____

____

Combine these choppy sentences into one long sentence by using *compound subjects:*

1. San Antonio is a city in Texas. El Paso is in Texas. (San Antonio and El Paso are cities in Texas.)
2. Luis made breakfast. Rogelio prepared breakfast. Olga cooked breakfast, also. (Luis, Rogelio, and Olga made breakfast.)
3. Caesar Chavez is a Mexican American leader. José Angel Gutierrez is a Mexican American leader, also. (Caesar Chavez and José Angel Gutierrez are both Mexican-American leaders.)
4. Tomás is wearing a brown sweater. His shoes are brown. His jeans are also brown. (Tomás' sweater, shoes, jeans are all brown.)
5. Tomatoes were first found in Mexico. Avocados were found in Mexico. Chocolate is also a product of Mexico. (Tomatoes, avocados, and chocolate were first found in Mexico.)

Combine these short, choppy sentences into one long sentence by using *compound predicate verbs:*

1. On the picnic we ate barbecue. We went swimming. We played softball. (On the picnic we ate barbecue, went swimming, and played softball.)
2. After lunch I watched television. I talked on the phone. Then I played cards. (After lunch I watched television, talked on the phone, and played cards.)
3. Last summer María Elena worked. She earned one hundred dollars. She bought herself a watch. (Last summer María Elena worked, earned one hundred dollars, and bought herself a watch.)
4. Last year President Echeverría visited France. He traveled to Russia. He attended a conference in Japan, also. (Last year President Echeverría visited France, traveled to Russia, and also attended a conference in Japan.)
5. Arturo swept the floor. He washed the dishes. He cleaned the bathroom. (Arturo swept the floor, washed the dishes, and cleaned the bathroom.)

Write two sentences with compound subjects.

1. ______________________________

2. ______________________________

Write two sentences with compound predicate verbs

1. ______________________________

2. ______________________________

News Reporting
The Five W's

Level:

Grades 7 - 12

Objectives:

1. The student will be able to recognize the 5W's in news reporting.
2. Given a topic to develop, the student will be able to write a news article incorporating the 5W's. The student will write a narrative or a skit based on the 5W's of a lead paragraph.

Level of Communication:

Individual or group

Procedure:

1. Students will be introduced to the lead paragraph in news reporting. They will become aware of the 5W's (who, what, when, where, why) and "how". A visual (such as the attached model for a poster) will provide reinforcement for the assignments which follow. The Spanish translations can be provided if necessary: ¿Quién? ¿Qué? ¿Cuándo? ¿Dónde? ¿Por qué? y ¿Cómo?
2. Students will be provided with clippings of news articles (in Spanish or in English). They will analyze the lead paragraph and write the vital information for each of the 5W's. The analysis can be put into a format such as this:

HEADLINE

WHO WHEN WHY

WHAT WHERE HOW

(Some articles will not include the "why and how.")

3. Students will use the material they have extracted from the news articles as a basis for a written conversation (or skit) between the characters involved in the news event.
4. Students may present their work orally.
5. Students will use general topics (newsworthy items) to write lead paragraphs, including information to satisfy the 5W's. They should include an appropriate headline.

APPROPRIATE TOPICS:	TEMAS DE NOTICIAS:
an automobile wreck	un choque
a strike	una huelga
the president	el presidente
a famous person	una persona famosa

a special school	una escuela especial
a teacher .	un maestro
a famous sportsman	un deportista
sports events	deportes
a new invention	una invención nueva
a robbery	un robo
a medal winner	un premio
a convention	una convención
a hurricane	un huracán
a flood	una inundación
a fire	un incendio
fuel shortage	una escasez de gasolina
a rescue	un rescate
crops	las cosechas
death	una muerte
an injury	una lastimadura

Evaluation:

Evaluation measures are included in the procedures above.

Materials:

News articles (in Spanish and English)
A poster (or other visual) depicting the 5W's of news reporting
La Crónica
El Sol

NEWS REPORTING
(NOTICIAS)

Who?
What?
When?
Where?
Why?
(How?)

¿Quién?
¿Qué?
¿Cuándo?
¿Doñde?
¿Porquè?
(¿Cómo?)

(Mount News Articles –
Some With Pictures)

(MODEL FOR POSTER)

Paragraph

Level:

Grades 7 - 12

Objectives:

1. The student will be able to identify the logical sequence of a series of statements.
2. The student will be able to recognize the topic sentence.
3. The student will be able to write a topic sentence and a logically written paragraph.

Level of Communication:

Large group

Procedure:

1. The teacher should explain to students that a paragraph is a series of sentences that tell about one topic. Explain a topic sentence. A topic sentence tells what the paragraph is going to be about. Show examples.
2. Give students a list of eight sentences. Ask them to place them in correct order according to the way they would appear in a good paragraph.
3. Have student pick a topic and write a topic sentence.
4. Have student use the next topic sentence to write a paragraph.

Evaluation:

Students will be evaluated by the paragraph they write.

Suggestions:

1. Before letting students work on paragraph exercise, write two paragraphs on the chalkboard to let students see the sequence that the sentences follow to make a good paragraph.
2. If possible, the teacher may do the paragraph exercise with Spanish sentences.

Paragraph Exercise

Directions: In the blanks in front of the sentences below, number the sentences in the proper order.

______ 1. Many of them were without food or shelter, and most of them were unemployed.

______ 2. Many problems existed.

______ 3. The years ahead were difficult ones and many misunderstandings occurred before reconstruction ended.

______ 4. Much of the South was devastated by war, and money was scarce.

______ 5. In addition, there was much bitterness between the North and South.

______ 6. The Reconstruction era was not an easy one.

______ 7. The Negro slaves were free, but few provisions were made for their welfare.

Sentences: Texas and Texans: Anderson, Wooster Steck-Vaughn Co. 1972.

Building a Logical Paragraph

Level:

Grades 7 - 9

Objective:

The student will be able to write a paragraph in a logical order.

Level of Communication:

Large group, individual

Procedure:

1. The teacher writes 10 facts about a person, place, or event on the chalkboard in haphazard order. See "Washington Monument" for example.
2. The students are to select the fact that is the most important; that is, which fact should be the first sentence of the paragraph. If there is disagreement about which fact is the most important, the class discusses and decides as a group.
3. The students then select the remaining nine sentences in the same way.
4. After the class has completed the sample paragraph orally, the student is to select one of the topics on the next page and write a logical paragraph with all of the facts given.

Materials:

10 facts about a given topic as on page 2. (These can be written on index cards if individual work is desired.)

Source:

Heilman and Holmes: *Smuggling Language into the Teaching of Reading,* Charles Merrill Publishing Co., Columbus, Ohio, 1972.

Building a Logical Paragraph

EXAMPLES:

Washington Monument

located in Washington, D. C. (1)
completed in 1884 (2)
hollow inside (6)
contains elevator (9)
walls are 15 feet thick at bottom (5)
555 feet tall (4)
can go to top by steps (8)
elevator trip is 70 seconds (10)
took over 4 years to build (3)
contains 898 steps (7)

Trini Lopez

biggest hit "Lemon Tree"
Mexican-American
handsome bachelor
records in both English and Spanish
born in Dallas, Texas
big break came in 1961
has sold millions of records
poor family background

Mexico City

over 8 million people
wide avenues and tall skyscrapers
capital of Mexico
altitude of 8,000 feet
Chapultapec Park is there
University of Mexico is there
founded in 1325
Zocalo, seat of government, is there
Aztecs built it on top of a lake
internationally famous Museum of Anthropology is there

ADVERBS

Level:

7-10

Objectives:

After completing this lesson, the student will be able to:

1. Define adverbs in English and in Spanish
2. Identify adverbs from narratives in English and in Spanish

Level of Communication:

Individual, group

Procedure:

1. The teacher will give the pre-test as a handout to the students and do it orally.
2. The teacher will review the usage of adverbs in both Spanish and English.
3. The post test will be handed out and done orally by calling on students or asking for volunteers. The post test can also be done as a written exercise.

Materials:

Tape recorder, tape

Evaluation:

Post test provided here.

Las palabras BIEN, MAL, MUCHO, POCO, DENTRO, MODESTAMENTÉ, modifican el verbo. Muchos adverbios se forman agregando la terminación MENTE a adjetivos femeninos. La Colonia Circunstancia or Adverbial se compone de nueve (9) clases de adverbios:

1. ADVERBIOS DE MODO. contestan la pregunta ¿CÓMO?
   ex. ¿Cómo viste? Viste modestamenté.

2. ADVERBIOS DE LUGAR contestan la pregunta ¿DÓNDE?
   ex. Vive allá.

3. ADVERBIOS DE TIEMPO contestan la pregunta ¿CUÁNDO?
   porque expresan época.

4. ADVERBIOS DE CANTIDAD contestan la pregunta ¿CUÁNTO?

5. ADVERBIOS DE ORDEN son tales como ***simultaneamente, sucesivamente, alternativamente,*** etc.

6. ADVERBIOS DE COMPARACIÓN tanto como, ***peor que, menos que, igual que...***

7. ADVERBIOS DE AFIRMACIÓN ***cierto,*** *sí, también, siempre.*

8. ADVERBIOS DE NEGACIÓN *no, nunca, jamás, tampoco.*

9. ADVERBIOS DE DUDA *quizá o quizás, acaso.*

An ADVERB is a word used to modify a verb, an adjective or another adverb.

1. An ADVERB may answer the question – WHERE?
   The children played *upstairs.*

2. An ADVERB may answer the question–HOW?
   He does the job *well.*

3. An ADVERB may answer the question–WHEN?
   Christmas will come *soon.*

4. An ADVERB may answer the question–HOW MUCH?
   She is *very* happy today.

PRE-TEST

ADVERBS

Vamos a leer unas cuantas palabras:

COMER–	mal mucho poco rapidamente	VIVIR–	allá arriba cerca dentro	LLEGAR–	pronto mañana después hoy
TRABAJAR –	bastante mucho poco	ESTUDIAR–	sucesivamente simultaneamente alternativamente		
ESTAR–	tanto como peor que mejor que igual que	VENIR–	cierto no sí tampoco	IR–	quizás acaso

Read the following verbs and apply appropriate adverbs after each one.

SWIM–

KNIT–

LISTEN –

STUDY –

COLLECT –

EAT –

ANSWER –

SUFFER –

POST-TEST

Lea varias veces el siguiente párrafo, Identifique los ADVERBIOS. Acomode los adverbios según las clases a que pertenecen.

RECUERDOS

Cuando éramos niños íbamos a la escuela primaria. Entonces, nos sentábamos, tú adelante porque eras de los más pequeños, yo, detrás. Continuamente castigaban a Manolo porque platicaba siempre. La maestra decía: Aquí, Manolo, frecuentemente hacía muecas y los demás chicos, reían estrepitosamente.

¿Recuerdas a aquel muchacho que se llamaba Abelardo? Era muy inteligente.

¿Y Jose? Hacía bien los mapas y aprendía más que ninguno.

Nunca olvida a Ángel con sus ojos negros. ¡Cómo gozaba viendo a César! Quizás no recuerdes a Regulo.

Lo recuerdo perfectamente: alto, delgado, de ojos claros; dibujada maravillosamente.

¿Y de Salvador ?

Sí, era un muchacho simpático y bien desarrollado que acomodaba sucesivamente sus cuadernos para la revisión.

Es hermoso recordar aquella época feliz en que no teníamos preocupaciones. ¡Cómo es bella la estancia en la escuela primaria! Por eso siempre se recuerda cariñosamente.

Es cierto! ¡Qué recuerdo perdurable! Nunca se olvida. Jamás.

MODO: ______________________________

TIEMPO: ______________________________

LUGAR: ______________________________

CANTIDAD: ______________________________

ORDEN: ______________________________

COMPARACIÓN: ______________________________

AFIRMACIÓN: ______________________________

POST TEST

Read the following paragraph. Identify the ADVERBS. Tell what questions each ADVERB answers.

The "generic man" as he often likes to describe himself, still believes strongly in the future of the music he likes best. "Listen, I believe that country music, eventually, is going to be the biggest sound in the whole world," Charley Pride said, easing his stocking feet up on a chair in his hotel suite. "See, a lot of people don't realize it, but right now 60 per cent of the records sold in the world are country music records. It's starting to catch on all over."

Pride, who opens for four days at the Houston Music Theatre Thursday, has done more than his share to spread C & W worldwide. He's already an established "international" star and has recently been making some inroads into the Orient.

"Yeah, they've just released my second record in Japan. It's a recording of the old song, "North Wind," which I do partly in Japanese, partly in English. We've got pretty high hopes for it—the first release I had there was a Japanese version of the title song from the movie *Tom Sawyer*, but it didn't do too well. I don't think I hooked the language well enough, or something.

How did Japan stack up, country music-wise?

"Well, they're not as advanced as we are in the music, "he said. "They're still about 15 years behind—country music is still in its infancy there. Now they've had some other kinds of American music over there for years—Frank Sinatra, some of the rock groups—they've been going for years and have got a hook in already. But country singers never got in there that early—you know, one would go this year, another one the next, but it's coming along."

WHERE? ____________________

____

HOW? ____________________

____

WHEN? ____________________

____

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Modal Auxiliaries
Would, Should, Ought, and Could

Level:

Grades 7 - 10

Objectives:

The student will be able to:

1. Identify and distinguish the difference between the *[w]* and *[wh]* sound.
2. Differentiate and properly use *would, should, ought,* and *could.*

Level of Communication:

Individual, group

Rationale:

The sounds [w] and [wh] are difficult for the native Spanish speaker to master because those sounds do not exist in Spanish.

The modal expression in Spanish is represented with various grammatical structures and verbal inflections.

Procedure:

1. The teacher reads the dialogue to the class and explains (through visuals and gestures as much as possible) the vocabulary and grammar presented there.
2. The teacher will write the dialogue on the blackboard. The entire class, the teacher included, repeats it over and over, each time deleting words of the dialogue until the entire dialogue is erased.
3. The students role-play the dialogue in front of the class.
4. The teacher conducts an oral drill concentrating on the sounds [w] and [wh].
5. The teacher conducts pattern practice drills concentrating on structures using *would, should, ought,* and *could.*

Evaluation:

The transformation drills can be used for evaluation.

Dialogue

Jim: I sure would like to go to Hermann Park this afternoon.

Bill: Me too, but I should finish my work first. I have to turn it in Monday.

Jim: Could you do it tomorrow afternoon? Maybe I could even help you.

Bill: Mrs. Stewart said we ought to do it ourselves. I must follow those instructions. I really want to learn.

Pronunciation Drill

we
wait
wear
wood
twenty

want
worry
water
women

wear - where
watt - what
win - when
witch - which

women who work
who works
Where do you work.

What kind of wood?
Why do you worry?
Where is west?
Which way?

Pattern Practice

Students will repeat after the model:

I would like to travel.
Susan would read every day.
Would you like to go to the movies?
Jim would always do his schoolwork.
Would she teach me to type.
It would be nice to have a savings account.

(Use additional vocabulary to expand the practice.)

Example:

Teacher: I would like to travel.
Students: I would like to travel.
Teacher: Eat. I would like to eat.
Students: I would like to eat.
Teacher: Study.
Students: I would like to study. etc.

Would Use *would* to express the conditional future.
Ex.: I would like to be rich.

Would Use *would* to express the habitual past.
Ex.: Last summer, he would play tennis every day.

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Students will repeat after the model:

I should do my income tax return before the deadline.
I ought to do my school work alone.
John should open a savings account.
Jim should work by himself.
Should we start working now?

Should – Use *should* and *ought* to express obligation; *should* is not as strong as *must*. *Must* gives no choice; *should* does leave a choice.
Ex.: You should do your work. (You may wait, but it's better to do it now.)

You must do your work. (You may not go anywhere until...)

Students will repeat after the model:

Could you help me translate this letter?
I could go to the movies, but I don't have money.
I could fix the radio if I had the tool.
Could Bob call Mary tonight?
Could the boy get up at 5:00 a.m. tomorrow?

(Use additional vocabulary to expand the drill as in the example above.)

Could – Use *could* to express hypothetical capacity (possibility to decide).
Ex.: Could you fix my radio? (Yes, I can, but not now.)

Transformation Drill

(Habitual Past)

Teacher: John played tennis everyday.
Students: John played tennis everyday.
Teacher: John would play tennis everyday.
Students: John would play tennis everyday.
Teacher: Susan always took the baby to the park.
Students: Susan would take the baby to the park.

Continue, using examples such as the following:

The boys continually studied.
I went to the movies every Saturday.
My sister and I ate three meals a day.

(After the teacher models the initial transformation, students will respond, giving the correct transformation for each example, as in the practice above.)

(Conditional Future)

I want to open a savings account.
(I would like to open a savings account.)
Jane wants to become a movie star.
The children want to go to the circus.
Derrick and I want to buy a new house.
Steven wants to study in Europe.

(*Should* or *Ought to*)
I must save money. (I should save money *or* I ought to save money.)
Ruth must clean her room.
Mrs. Gutierrez must look for a job.
John must study for the test.
Must the children practice for the play today?

(*Could*)
May I speak to Ruth?
(Could I speak to Ruth?)
Can John open a checking account?
Richard can fix the toaster.
Romy can visit her grandparents.
Do you think the students can fill out the application forms?

Identifying Root Words

Level:

7-9

Objective:

The student will underline and write root words for expanded words.

Level of Communication:

Group or individual

Procedure:

1. Provide students with a list of expanded words. The level of difficulty of these words can vary according to the language skills of the student or group. Call out the root word and have the student locate it in the expanded word and underline it.

2. The student or group who is limited in English language skills can profit from the use of color cues. The expanded words can be put on a chart or written on the board with colored chalk. The root word should be written in one color and the affixes in another. The student's attention should be called to the small word in each expanded word and the term root word introduced. The students can identify the root words by reading them orally or writing them.

3. Matching exercises can also be used to teach identification of root words. The student can be given a list of both expanded words and their root words. He can then match each root to the corresponding expanded word.

Variations:

1. The root words could be put on tape and the student given a list of expanded words. The student could then underline the root words as he hears them. The teacher may wish to record several exercises of this type, increasing the level of difficulty as the student becomes more proficient.

2. The matching exercise could be made an independent drill activity by making cards with expanded words and cards with root words. The student could then group pairs, matching the expanded words to their root words.

   Example: distrust – trust

   This exercise could be adapted for two or three students by making it a game activity.

   The deck of cards containing the pairs of expanded and root words could be shuffled and then placed face down on the table. The first player would turn up two cards. If the two cards match an expanded word to its root word, the student would keep the pair of cards. If he fails to match the cards, they are returned face down and the play passes to the next player. A player may continue to turn up cards as long as he successfully matches pairs. When all the cards have been matched, the player with the most cards wins the game.

3. The color-cue method can be used when teaching syllables, prefixes, suffixes, compound words, word families, and phonetic elements.

Evaluation:

Teacher-made worksheet on which student is to underline the root word in every expanded word and write the root word next to its expanded form

Materials:

Color-Cued Chart on Root Words

Student Worksheets

Tape on Root Words (Optional)

Concentration Game on Root Words (Optional)

Identifying Root Words

Directions: Underline the root word in every word, then write the root word next to its expanded form.

1. disagree ____________________
2. mistake ____________________
3. disappoint ____________________
4. careless ____________________
5. national ____________________
6. artist ____________________
7. sailor ____________________
8. childish ____________________
9. rewrite ____________________
10. government ____________________
11. untrue ____________________
12. cruelest ____________________
13. salty ____________________
14. priceless ____________________
15. distrustful ____________________
16. unfairness ____________________
17. respectful ____________________
18. impossible ____________________
19. unsuitable ____________________
20. looking ____________________

Prefixes and Suffixes

Level:

Grades 7 - 9

Objectives:

1. The student will identify prefixes and suffixes added to root words by circling them.
2. The student will list prefixes, root words, and suffixes correctly under appropriate categories.
3. The student will build words by adding prefixes and/or suffixes to root words.
4. The student will be able to write definitions for words they are able to build by adding prefixes and suffixes to known root words.

Level of Communication:

Group or individual

Procedure:

Introductory Activity

Write a root word on the board; e.g. "truth." Then write some expanded forms of the word such as "truthful," "untruthful." Have students compare how the word has changed in form. Call upon students to give sentences using the various forms of the word "truth." Write these on the chalkboard.

Example:

1. I will tell the *truth.*
2. I will be *truthful.*
3. I will not be *untruthful.*

Have students discuss how the expanded word has changed in meaning (as in "untruthful") or in function (as in "truthful") in comparison to the original root word "truth." Elicit from the students the following generalization: New words can be made by adding something to the beginning or the end of the root word. Introduce the terms *prefix* and *suffix* by writing the words and their definition on the chalkboard. Point out that a prefix added to a word usually changes a word's meaning and a suffix added to a word usually changes how a word is used in a sentence in regard to part of speech.

Related Activities:

1. Give the students a list of expanded words. Have them list the word parts under the appropriate headings.

Example: *indirectly*

Prefix	Root	Suffix
in	*direct*	*ly*

2. Give the students a list of expanded words. Have them underline the root word, circle the affixes, and write definitions for the expanded word.

Example:

Word	*Definition*
dis*obey*	to not obey

3. Prepare exercises giving the students a list of affixes to add to a given list of root words and define.

Example: Write the prefix *pre* before each word and define the new word.

__________ paid ______________________________

__________ cook ______________________________

__________ school ______________________________

4. Duplicate sheets of exercises and let students fill in the blanks with a prefix or suffix to form a word that fits a given definition.

Example:

to not trust – ________ trust

worthy of trust – trust ________

depending upon – trust ________

5. Give students lists of sentences containing expanded words. Have them rewrite the sentences in their own words.

Example:

Given: She is an unhappy girl.

Student: She is not a happy girl.

6. Make word cards and cards with prefixes and suffixes. Using a pocketchart, have the student put affixes with the root words to make new words. To emphasize the word parts, color-cue the cards. Root words can be one color, prefixes and suffixes in another. Using this method, the student who is limited in English language skills can increase his vocabulary as he becomes aware of word structure.

7. The teacher can use ESL substitution drills to teach word building with affixes.

Evaluation:

The student will have successfully accomplished the objectives of this lesson when he can complete the activities with at least 80 percent accuracy.

Materials:

Color-cued cards

Duplicated student exercises

ESL Methodology — Prefixes

Substitution Drill

Teacher: untruthful
Students: untruthful

Teacher: happy
Students: unhappy

Continue substitution drill with the prefix *un*, using such words as *married, kind, successful, fair, employed*, etc.

Teacher: The man is not truthful.
Students: The man is untruthful.

Teacher: The man is not happy.
Students: The man is unhappy.

Continue substitution drill with sentences using *married, kind, successful, fair, employed*, etc.

Transformation Drill

Teacher: Is the man truthful?
Students: No, the man is untruthful.

Teacher: Is the man happy?
Students: No, the man is unhappy.

Continue the transformation drill using the same words that were used in the substitution drill.

This same type of exercise can be done with any common prefixes and suffixes.

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